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ABSTRACT

This handbook, one of five local handbooks developed to support specialized implementation of the National Career Development Guidelines, presents guidelines for developing comprehensive programs for students in middle and junior high schools. Part I describes the need for guidelines and standards in career development, defines career development programs within the context of comprehensive educational programs, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of student competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career development programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery. Part II present an implementation process that uses the guidelines to establish career development standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within institutions, and enhances cooperation with other organizations. Appendices provide a set of competencies and indicators for all levels; sample forms; local program examples; a listing of resource materials related to career development standards and program implementation; and a listing of all State Occupational Information Coordinating Committees. (NB)

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The National Career Development Local Guidelines Handbook

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Postsecondary Institutions

High Schools

Middle/Junior High Schools

Elementary Schools

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American Vocational Association (AVA) Guidance Division
Association of Computer-Based Systems for Career Information (ACSCI)
Council of Chief State School Officers (CCSSO)
National Association of State Career Development/Guidance Supervisors (NASCD/GS)
National Association of State Occupational Information Coordinating Committees (NASOICC)
National Career Development Association (NCDA)

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» To help states use occupational and labor-market information to design effective vocational education and employment and training programs.

» To help states provide sound information about education, jobs, occupations and careers for individual career decision-making.

National Career Development Guidelines
Local Handbook for Middle/Junior High Schools

NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
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1989

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TABLE OF CONTENTS

TABLE OF FIGURES iii
PREFACE v
OVERVIEW vii

PART I: THE NATIONAL CAREER DEVELOPMENT GUIDELINES
Introduction 1
Career Guidance and Counseling Programs 1
National, State and Local Roles 1
The Guidelines' Content 3
Competencies and Indicators 3
Middle/Junior High Student Competencies and Indicators 5
Organizational Capabilities 7
Personnel Requirements 9
Staff Competencies 9

PART II: IMPLEMENTING A CAREER GUIDANCE AND GOUNSELING PROGRAM USING THE NATIONAL CAREER DEVELOPMENT GUIDELINES
Introduction 13
Career Guidance and Counseling Program Benefits 13
Career Guidance and Counseling Program Model 14
Implementation Strategies 16
Step I: Planning 19
Form Committees 19
Conduct a Needs Assessment 22
Establish Program Standards 24
Plan for Evaluation 25
Summary of Planning Tasks 27
Step II: Development 29
Direct Committees 29
Review the Current Career Guidance and Counseling Program 30
Revise the Career Guidance and Counseling Program Plan 31
Design the Evaluation 33
Identify Staff Developmental Needs 37
Summary of Development Tasks 37
Step III: Implementation 39
Involve Committees 39
Conduct Staff Development 39
Monitor Program Implementation 39
Evaluate and Use Results for Program Improvement 40
Summary of Implementation Tasks 41

APPENDIX A: COMPETENCIES AND INDICATORS
Elementary School Student 45
Middle/Junior High School Student 47
High School Student 51
Adult 55

APPENDIX B: SAMPLE FORMS
Needs Assessment Form 61
Sequence of Delivery Form 65
Career Guidance and Counseling Program Review Form 67
Career Guidance and Counseling Program Plan Form 73
Activity Selection and Design Form 75
Measure Selection and/or Development Form 77
Self-assessment of Staff Development Needs Form 79
Individual Career Plan Form 81

APPENDIX C: LOCAL PROGRAM EXAMPLES
Career Guidance and Counseling Needs Survey 89
Resources and Process Checklist 95
Career Guidance Lesson Plan 105
Junior High School Counselor Job Description 109
Career Portfolio 111

APPENDIX D: RESOURCE LISTING
Books 119
Professional Journal Articles 121
State Departments of Education 123
Professional Associations and Federal/State Agencies 127
Local Educational Agencies/Institutions 131
Training Materials and Resources 133
Specific Populations 135
Accreditation Agencies 137
Addresses 137

APPENDIX E: STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEES (SOICC)
Addresses 143

TABLE OF FIGURES

1	Leadership Roles	2
2	Career Guidance and Counseling Competencies by Area and Level	4
3	Career Guidance and Counseling Program Model	14
4	Tasks and Timelines	17
5	Organizational Structure	19
6	Evaluation Process	26
7	Sources of Information on Program Activities	32
8	Process Evaluation Questions	35
9	Sources and Methods of Data Collection	36
10	Staff Development Activities	40

PREFACE TO THE NATIONAL CAREER DEVELOPMENT GUIDELINES HANDBOOK SERIES

Career development has become increasingly important in recent years due to changes in the economy, technology, and attitudes of employers and employees. Career development must be a comprehensive, systematic, and sequential program available to all youth and adults throughout the life span. The National Career Development Guidelines initiative, sponsored by the National Occupational Information Coordinating Committee (NOICC), is intended to establish national guidelines that state and local organizations can use to strengthen and improve career guidance and counseling programs and enhance individual competence.

The National Career Development Guidelines initiative has been a collaborative effort of the leading professional career counseling and development organizations. A Project Leadership Team set policy direction for the project. It included representatives from the American Vocational Association's Guidance Division, National Career Development Association, Association for Counselor Education and Supervision, American School Counselor Association, American Association for Counseling and Development, the U.S. Department of Education's Office of Vocational and Adult Education, and NOICC.

A Project Review and Implementation Planning Group coordinated state and local reviews and provided direction for implementing the guidelines at the state and local levels. It included counseling professionals and administrators from state agencies, universities, community colleges, local schools, and the National Alliance of Business.

A third group, the Expert Review Panel, was comprised of a nationally recognized panel of experts in career development, guidance, and counseling. These individuals provided conceptual overview and reviewed draft materials.

To ensure that the National Career Development Guidelines would be conceptually sound, comprehensive, and useful, the project extensively used professional advice and review combined with field-based experience. More than 150 individuals served in an evaluative capacity during the development of these guidelines. Several professional organizations have formally endorsed the guidelines.

The guidelines were tested through state and local demonstration models. Four states--California, Mississippi, North Dakota, and Pennsylvania--were selected as initial model sites in 1987. In 1988, six additional states--Iowa, Missouri, New Jersey, Oklahoma, Washington and Wisconsin--were awarded grants to use the guidelines. In 1989 ten more states were funded to implement the guidelines--Alaska, Colorado, Florida, Idaho, Kansas, Minnesota, New Mexico, North Carolina, Oregon, and South Carolina.

This handbook, *The National Career Development Guidelines--Local Handbook for Middle/Junior High Schools*, was initially produced through a grant to the North Dakota Occupational Information Coordinating Committee. It was revised through a subsequent grant to the Oregon Occupational Information Coordinating Committee. The handbook is one of several that supports the use of the guidelines at national, state and local levels.

I want to thank those people responsible for developing this handbook: Dr. Dan Marrs, Coordinator of the North Dakota Occupational Informational Information Coordinating Committee and Nancy Hargis, Executive Director of the Oregon Occupational Information Coordinating Committee managed the grants; Dr. Janet Treichel, Dr. Juliet Miller, and Linda Pfister conducted the research for the guidelines and authored the handbook; Dr. Jane Goodman and Gisela Harkin provided valuable input and review; Bryn Cope and Cynthia Chapman managed production, coordination, and editing.

Finally, I also want to thank Dr. Mary E. McCormac and Walton Webb who provided project leadership at NOICC.

JULIETTE N. LESTER
Executive Director
National Occupation Information Coordinating Committee

OVERVIEW OF THE NATIONAL CAREER DEVELOPMENT GUIDELINES HANDBOOK SERIES

Widespread attention has focused on the need for high quality career guidance and counseling programs for youth and adults. The National Career Development Guidelines initiative addresses those needs by providing specific guidelines that can help strengthen career guidance and counseling programs at the state and local levels.

These guidelines are statements of desired individual competencies, organizational capabilities, and personnel requirements that provide the criteria for a comprehensive career guidance and counseling program. Standards based on these guidelines will define an acceptable level or rate of performance and the criteria against which the adequacy and effectiveness of programs can be judged. The development of state and local standards then becomes the stimulus for program improvement.

Although standards-setting may occur at the state or local level, this series of handbooks addresses the establishment and implementation of standards at the local level. *The National Career Development Guidelines--Local Handbook for Middle/Junior High Schools*, is one of five handbooks and presents guidelines for developing comprehensive programs for students in middle/junior high schools. Other handbooks in this series address program settings in elementary schools, high schools, postsecondary institutions, and community and business organizations.

Part I describes the need for guidelines and standards in career development, defines career guidance and counseling programs within the context of comprehensive educational programs, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of student competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career guidance and counseling programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery.

Part II presents an implementation process that uses the guidelines to establish career guidance and counseling standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within institutions, and enhances cooperation with other organizations.

Appendices provide: (1) the complete set of competencies and indicators for all levels, (2) sample forms that can be adapted to meet individual program needs, (3) local program examples that can be used to help carry out the implementation process, (4) a listing of resource materials related to career guidance and counseling standards and program implementation, and (5) a listing of all State Occupational Information Coordinating Committees.

PART I: THE NATIONAL CAREER DEVELOPMENT GUIDELINES

Introduction

The National Career Development Guidelines initiative is a major nationwide effort to foster excellence in career development for people of all ages, genders, and cultural backgrounds. The guidelines offer direction in three major areas. They provide: 1) statements of desired individual competencies; 2) organizational capabilities; and 3) personnel requirements. They are intended to serve as a catalyst for developing standards at the state and local levels.

This handbook, *The National Career Development Guidelines--Local Handbook for Middle/Junior High Schools*, provides information to improve career guidance and counseling programs for students in middle and junior high schools.

Career Guidance and Counseling Programs

Social and economic forces are forging a redefinition of career guidance and counseling programs. Among these forces are the use of career development theory to provide a basis for program outcomes, increased emphasis on equality of education and employment opportunities for all Americans, new pressures created by changing gender roles, a rapidly changing workplace that is making career planning a lifelong need, increased demand for educational program accountability, and the application of technology. Career development is now generally accepted as including an individual's total lifestyle--occupation, education, social responsibility and leisure.

Career development plays a key role in an institution's comprehensive educational program. As such, it has unique goals and requires specific organizational capabilities, program structure and processes, and staff expertise. A career guidance and counseling program:

Is identifiable but integrated with other programs within the institution.

Enhances the career development knowledge, skills, and abilities of all students by establishing program standards.

Uses coordinated activities designed to support student achievement of the standards.

Supports the delivery of the program through qualified leadership; diversified staffing; adequate facilities, materials and financial resources; and effective management.

Is accountable, with evaluation that is based on program effectiveness in supporting student achievement of the career guidance and counseling standards.

National, State and Local Roles

The National Career Development Guidelines initiative reflects a national movement to improve career guidance and counseling programs and to support standards-setting efforts which:

Increase the understanding of life-long career development needs.

Expand the definitions of comprehensive career guidance and counseling programs.

Emphasize competency-based education and training.

Support program accountability efforts.

Heighten interest in achieving professional consensus on program guidelines and standards.

Renew legislative support for career guidance and counseling programs.

Increase emphasis on certification of counselors, including career specialization.

These guidelines have application at the national, state, and local levels. Figure 1 clarifies national, state, and local roles defined by these guidelines to develop standards for program improvement.

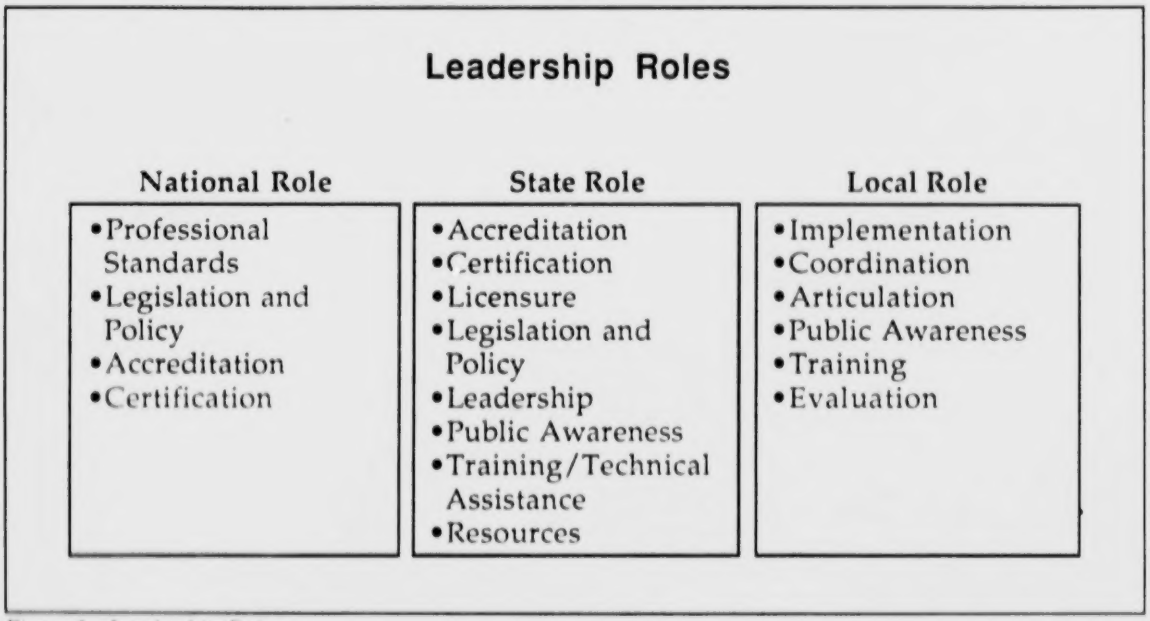

Figure 1 Leadership Roles

National Role

These guidelines can support various national efforts. They can provide a focal point for the development of standards by national professional associations. National accreditation and certification programs--such as those of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Board for Certified Counselors (NBCC), and other counselor credentialing bodies in such areas as rehabilitation and mental health counseling can incorporate the guidelines into their standards.

From the federal perspective, the guidelines can aid in developing legislation and regulations. When standards are established that are based on the guidelines, legislators and administrators can evaluate career guidance and counseling program benefits. Such information can influence policy decisions and the allocation of resources.

State Role

States can use the guidelines to establish career guidance and counseling program standards. Using the standards to define program quality enables state leaders to be more effective in securing legislative support at the state and national levels. The guidelines also provide counselor competencies that can be used in creating state certification or licensure requirements.

Staffs of state agencies can play an important leadership role in increasing public awareness of the need for career development. They can offer training, materials, resources, and technical assistance to support the use of the guidelines in establishing quality programs. A companion product, *The National Career Development Guidelines State Handbook*, provides information, about approaches that can be used to develop and implement state standards and guidelines.

Local Role

Ultimately, improved career guidance and counseling programs based on these guidelines will occur at the local level. Ideally, each school will establish program standards and then design, implement, and evaluate its own career guidance and counseling program.

Other important local roles include training staff, making the public aware of the new program, and coordinating with community and business organizations that provide career development services to ensure articulation with programs offered to youth and adults in other educational settings.

The Guidelines' Content

The National Career Development Guidelines can provide a basis for improving career guidance and counseling programs within the total educational framework in schools. Three major components are addressed in the guidelines:

1. Competencies and Indicators. The competencies and indicators provide guidelines that describe the outcomes of career guidance and counseling programs and are the basis for program development. Competencies are viewed as broad goals, whereas indicators describe specific knowledge, skills and abilities related to career development.

2. Organizational Capabilities. Organizational capabilities outline the commitments, structure, and support required for effective career guidance and counseling programs including administrative support, physical facilities, and materials and equipment.

3. Personnel Requirements. The personnel requirements outline competencies needed by counselors and other staff members to deliver career guidance and counseling programs.

Competencies and Indicators

The competencies and indicators are organized into three major areas: self-knowledge, educational and occupational exploration, and career planning. The competencies represent general goals and the indicators define specific knowledge, skills, and abilities that individuals should master in order to cope effectively with lifelong career development tasks. They are consistent with the general developmental capabilities of individuals at that level.

Competencies and indicators have been developed for the elementary, middle/junior high school, high school, and adult levels. The competencies and indicators represent the basic skills and abilities that individuals should attain to prepare, obtain, and advance a satisfying career. Middle and junior high schools should be particularly aware of the competencies from the elementary and high school levels since individual students may need assistance related to these competencies.

Figure 2 illustrates the competencies by area and level. The specific competencies and indicators for the middle/junior high school level follow. A complete listing of competencies and indicators for all levels is presented in Appendix A.

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the reltionship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and life-long learning.
Skills to understand and use career information.	Skills to locate, understand and use career information.	Skills to locate, evaluate and interpret career information.	Skills to locate, evaluate and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Figure 2 Career Guidance & Counseling Competencies by Area and Level

Middle/Junior High Student Competencies and Indicators

The competencies and indicators represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make the transition into high school, and to develop an educational plan that ensures their academic growth and continuing career development. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career guidance and counseling plan.

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupation Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

- Describe the importance of academic and occupational skills in the work world.
- Identify how the skills taught in school subjects are used in various occupations.
- Describe individual strengths and weaknesses in school subjects.
- Describe a plan of action for increasing basic educational skills.
- Describe the skills needed to adjust to changing occupational requirements.
- Describe how continued learning enhances the ability to achieve goals.
- Describe how skills relate to the selection of high school courses of study.
- Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.

Identify various ways that occupations can be classified.
Identify a number of occupational groups for exploration.
Demonstrate skills in using school and community resources to learn about occupational groups.
Identify sources to obtain information about occupational groups including self employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
Describe terms and concepts used in describing employment opportunities and conditions.
Demonstrate skills to complete a job application.
Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

Describe the importance of work to society.
Describe the relationship between work and economic and societal needs.
Describe the economic contributions workers make to society.
Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

Describe personal beliefs and attitudes
Describe how career development is a continuous process with series of choices.
Identify possible outcomes of decisions.
Describe school courses related to personal, educational and occupational interests.
Describe how the expectations of others affect career planning.
Identify ways in which decisions about education and work relate to other major life decisions.
Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
Identify how work roles at home satisfy needs of the family.
Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
Describe advantages and disadvantages of various life role options.
Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

Describe advantages and problems of entering nontraditional occupations.
Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

Demonstrate knowledge of exploratory processes and programs.
Identify school courses that meet tentative career goals.
Demonstrate knowledge of academic and vocational programs offered at the high school level.
Describe skills needed in a variety of occupations, including self-employment.
Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

Organizational Capabilities

Organizational capabilities address the specific structure and commitments, facilities, training and materials that are needed for program implementation. To organize and deliver effective career guidance and counseling programs, there must be administrative support which:

Secures needed commitments and resources.

Strengthens program staff members interest and expertise.

Redefines staff roles and responsibilities to provide time to deliver the career guidance and counseling program.

Plans to implement the program in phases so that it is manageable.

Involves internal groups such as administrators and other staff; and external groups such as employers, state agencies, and community organizations.

Use evaluation results to improve the program.

Administrative support is vital if program improvement is to be achieved. The school's leadership must be committed to establishing program standards and to monitoring the program's effectiveness. Educational institutions or schools demonstrate their commitment to a career guidance and counseling program by providing program planning support, facilities, adequate training and materials.

Program Planning

A counselor or career development specialist is needed to provide leadership for the career guidance and counseling program. This individual is responsible for coordinating development of a comprehensive plan that includes the following elements:

Career Guidance and Counseling Program Plan

Mission. A mission statement clearly relates the purpose of the career guidance and counseling program to the school.

Career Guidance and Counseling Standards. Standards state how and at what level the student will demonstrate achievement of the competencies.

Program Description. An overview of program which is organized by each of the competencies. For each standard the following components are generally outlined:

Processes--Specific career guidance and counseling procedures for each standard.

Activities--Specific activities for each standard.

Program Participants--Students who will experience each activity.

Staff--Paraprofessionals, community resource personnel, volunteers and counselors will deliver each activity.

Schedule--A timeline describing when each of the activities will begin and end.

Program Structure. Program structure provides a framework to support programs delivery and is embodied in:

Leadership--A description of who will manage the program, their roles and responsibilities, and support requirements.

Personnel--A description of each type of staff member, their roles and responsibilities.

Facilities--A list of the types of facilities needed including physical space, equipment, materials and supplies.

Budget--A formal budget detailing the projected financial resources required.

Management--A plan that describes all management tasks needed to ensure successful implementation of the program.

Program Schedule. A schedule establishes a timeline for the delivery of the program with processes and activities listed by month and group served.

Evaluation Plan. A strategy that evaluates the career guidance and counseling program to report the results for program improvement.

Facilities

To support an adequate career guidance and counseling program the following facilities are recommended: reception area, staff offices, interview and/or counseling rooms, rooms for group meetings and training sessions, career resource centers, and work and storage areas. Counseling and training rooms should provide privacy, adequate ventilation and lighting, soundproofing, and power sources for audiovisual aids. Facilities ought to be available at the times and locations needed by the adults seeking career development services.

Training and Materials

Career guidance and counseling staff must keep abreast of new processes, methods, and materials. To upgrade their skills, staff need to participate in training workshops or discussions on topics related to career development. Adequate funding should be included in the budget so staff may attend workshops, seminars, conferences, and professional association conventions. Professional literature should be purchased for staff use. Funding should provide for obtaining and training staff to use computerized career information delivery systems, assessment instruments, books and periodicals, career briefs, videotapes, and other aids.

Personnel Requirements

Counselors or other career development professionals should provide leadership and management of career guidance and counseling programs. In this leadership role, they are responsible for specifying program objectives, analyzing individual and group needs, developing appropriate educational experiences, and monitoring individual achievement. To implement the program, professional staff need to be skilled in career planning, counseling, placement, instructional design, evaluation, and management.

The size of the support staff should be sufficient to perform the secretarial tasks of reception, appointment, and scheduling, and other clerical tasks required by the program. Volunteers and community resource people are also important in the delivery of the career guidance and counseling program.

Recently, considerable professional interest has developed at the national level to identify competencies related to career counseling. These competencies designate general areas of knowledge and skill for professional counselors. Such groups as the National Career Development Association (NCDA) and the National Board for Certified Counselors (NBCC) have developed and endorsed a set of career counselor competencies and a process for certifying career counselors.

Drawing on the competencies created by NCDA, the National Career Development Guidelines initiative outlined competencies for staff who deliver career guidance and counseling programs. As shown below, they are organized in seven major areas: counseling, information, individual and group assessment, management and administration, implementation, consultation, and specific populations. Career counselors who have been certified by the NBCC have demonstrated their skills in all areas. Other career development staff should be expected to have attained some, but not all, of the competencies listed.

Staff Competencies

Counseling

Knowledge of developmental issues individuals address throughout the life span.
Knowledge of counseling and career development theories and techniques.
Knowledge of decision making and transition models.
Knowledge of role relationships to facilitate personal, family, and career development.
Knowledge of different cultures to interact effectively with all populations.
Skills to build productive relationships with counselees.
Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns.
Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities, and finances.
Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age, and culture.

Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.
Skills to assist individuals in setting goals and identifying strategies for reaching goals.
Skills to assist individuals in continually reassessing their goals, values, interests, and career decisions.
Skills to assist individuals in preparing for multiple roles throughout their lives.

Information

Knowledge of changes taking place in the economy, society, and job market.
Knowledge of education, training, employment trends, labor market, and career resources.
Knowledge of basic concepts related to career counseling such as career development, career progression, and career patterns.
Knowledge of the changing gender roles and how these impact on work, family, and leisure.
Knowledge of employment information and career planning materials.
Knowledge of employment-related requirements such as labor laws, licensing, credentialing, and certification.
Knowledge of state and local referral services or agencies for job, financial, social, and personal service.
Knowledge of federal and state legislation that may influence career development programs.
Skills to use career development resources and techniques designed for specific groups.
Skills to use computer-based career information systems.

Individual and Group Assessment

Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.
Skills to identify assessment resources appropriate for specific situations and populations.
Skills to evaluate assessment resources and techniques related so that their validity, reliability, and relationships to race, gender, age, and ethnicity can be determined.
Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.

Management and Administration

Knowledge of program designs that can be used in organizing career development programs.
Knowledge of needs assessment techniques and practices.
Knowledge of management concepts, leadership styles, and techniques to implement change.
Skills to assess the effectiveness of career development programs.
Skills to identify staff competencies for effective career development programs.
Skills to prepare proposals, budgets, and timelines for career development programs.
Skills to identify, develop, and use record keeping methods.
Skills to design, conduct, analyze, and report the assessment of individual and program outcomes.

Implementation

Knowledge of program adoption and planned change strategies.
Knowledge of barriers affecting the implementation of career development programs.

Skills to implement individual and group programs in a variety of areas such as assessment decision making, job seeking, career information and career counseling.
Skills to implement public relations efforts which promote career development activities and services.
Skills to establish linkages with community-based organizations.

Consultation

Knowledge of consulting strategies and consulting models.
Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants.
Skills to consult with influential parties such as employers, community groups and the general public.
Skills to convey program goals and achievements to legislators, professional groups, and other key leaders.

Specific Populations

Knowledge of differing cultural values and their relationship to work values.
Knowledge of unique career planning needs of minorities, women, the handicapped, and older persons.
Knowledge of alternative approaches to career planning needs for individuals with specific needs.
Skills to identify community resources and establish linkages to assist adults with specific needs.
Skills to find appropriate methods or resources to communicate with limited English proficient individuals.

PART II: IMPLEMENTING A CAREER GUIDANCE AND COUNSELING PROGRAM USING THE NATIONAL CAREER DEVELOPMENT GUIDELINES

Introduction

The National Career Development Guidelines can help you establish a new career guidance and counseling program or review and improve an existing program. They offer you a blueprint from which to develop standards to assess the adequacy of your school's program.

Several national trends and issues need to be considered as you begin this effort. They affect both the students you serve and your school.

Changing Population. The student and adult population demographics are changing. Career guidance and counseling programs are being challenged to respond to a greater diversity of individuals. This challenge includes the need to provide access to high quality programs that meet the unique needs of such groups as women, minorities, the poor, the handicapped and immigrants.

Changing Workplace. Students are confronted with a rapidly changing workplace. These changes include a redistribution of available jobs, a more rapid rate of change that creates frequent career decisions, and new workplace demands for interpersonal, problem solving, and creative skills.

Family Involvement. Parents now demand that educational programs respond to the needs of their children. Many parental concerns center on the responsibility of the school to help their children make career plans and obtain successful employment. The current emphasis on transition services for handicapped students exemplifies this concern. Also, family members greatly influence each other's career development. The trend toward more diverse family structures highlights the need for finding effective ways to combine work and family roles.

Program Excellence. Defining program excellence is a high priority at all levels of education. Many national, state, and local groups are defining excellence in terms of program goals and standards. Staff are being challenged to develop programs that increase individual performance related to these standards.

Program Articulation and Coordination. Students and adults are served by a variety of agencies, organizations, and educational institutions. Coordination is needed to avoid duplication or gaps in the types of assistance received.

Career Guidance and Counseling Program Benefits

In organizing the implementation process, it is important to identify benefits that will be gained from the effort. Research affirms that comprehensive career guidance and counseling programs, with other interventions, provide benefits which include:

Reducing individual risks by promoting higher self-esteem and improving social adjustment.

Preparing students for the changing workplace by increasing their understanding of the relationship between education and employment to improve career decision-making skills.

Increasing program accountability by evaluating program components through regular assessment of student achievement.

Promoting program coordination and articulation by defining a sequence of delivery for program activities, reinforcing learning from previous levels, and reducing duplication of services.

Career Guidance and Counseling Program Model

The major features of the model for a comprehensive career guidance and counseling program, shown in Figure 3, emphasize program content, process, and structure.

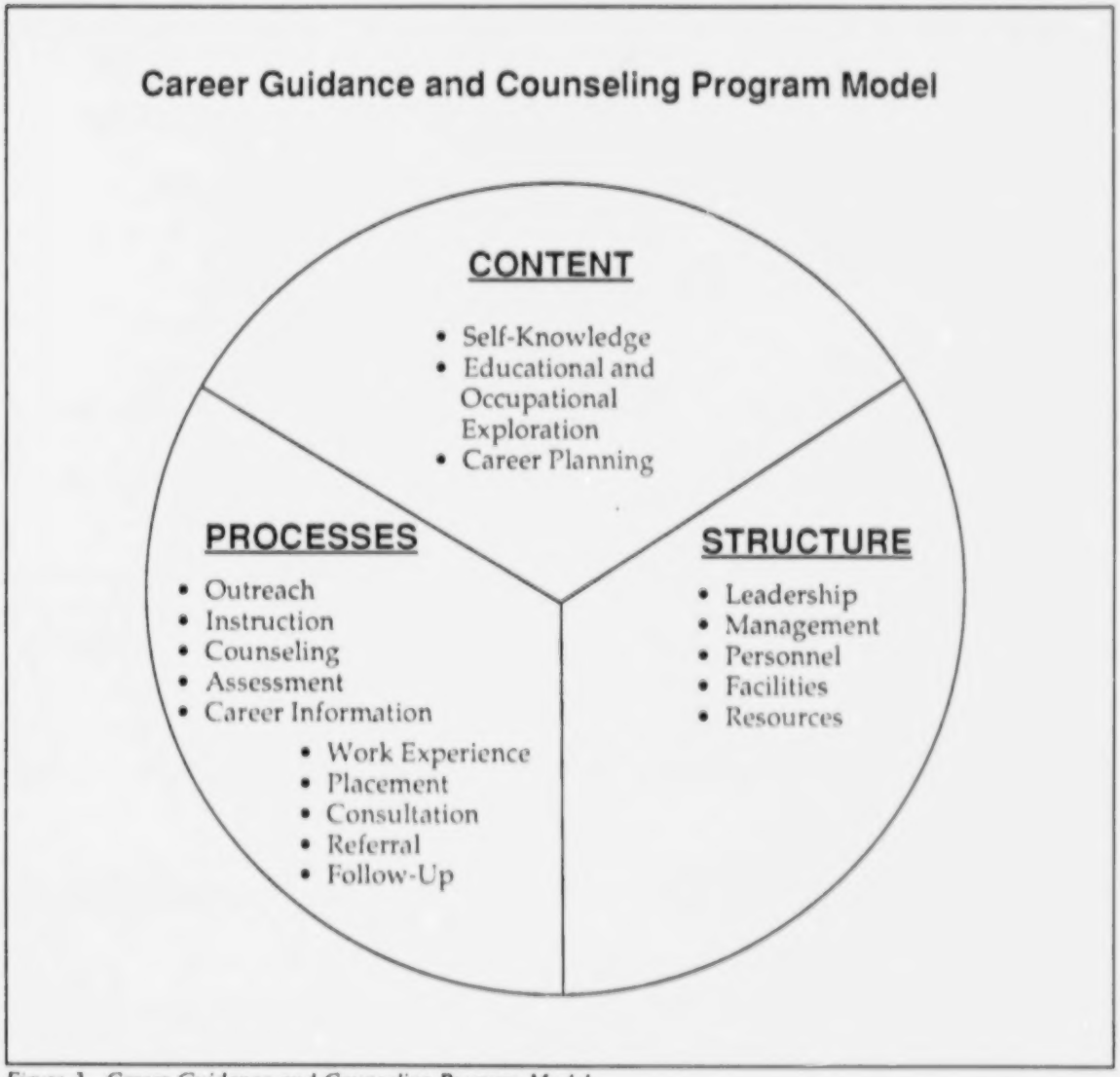

Figure 3 Career Guidance and Counseling Program Model

Program Content

The content of the program is defined by the competencies and indicators and is organized around three broad areas: self-knowledge, educational and occupational exploration, and career planning. These competency areas provide the basis for your career guidance and counseling program.

Program Processes

Processes are the strategies which actually deliver the program content. They include:

Outreach--Offers information to students about career guidance and counseling services available from the school.

Counseling--Focuses on interaction between a student or a small group and a professional counselor, helps students explore personal issues related to career development, examines how to apply information and skills learned to their personal plans, and determines individualized career plans.

Assessment--Involves the administration and interpretation of a variety of formal and informal measures and techniques to help students gain an understanding of their individual skills, abilities, interests, achievements, prior learning experiences, and needs.

Instruction--Includes group activities, career-related instruction, and peer support groups that help students acquire knowledge, skills, and abilities outlined in the career guidance and counseling competencies.

Career Information--Includes a variety of resources, such as computer-based career information delivery systems, print and media materials, simulated activities, that provide current, unbiased information about occupations, educational programs, and employment opportunities.

Work Experience--Facilitates opportunities for students in actual work settings to test career decisions and develop effective work abilities and behaviors.

Consultation--Expands career guidance and counseling resources for students by directly assisting staff, administrators, teachers, employers, and others in areas of needed expertise.

Referral--Encourages cooperation with outside organizations to offer additional services needed by students.

Placement--Organizes resources and offers assistance so that students can make successful transitions from the program to high school.

Follow-up--Establishes and maintains long-term contact with students.

Program Structure

A firm organizational structure enables successful delivery of the program processes. This framework supports the program's activities and includes:

Leadership--A counselor or career development specialist who is supported by a staff team dedicated to improving career development opportunities for students.

Management--Top level staff organizing program planning, clarifying staff roles and responsibilities, securing resources, monitoring program delivery, and revising the program.

Personnel--Other staff, community resource persons, paraprofessionals, and volunteers who can help serve the wide range of career development needs through direct involvement or linkages with other organizations.

Facilities--Adequate space, materials, and equipment which ensure the delivery of career guidance and counseling services.

Resources--The funds required to purchase materials, equipment, and other items needed to implement a career guidance and counseling program.

Implementation Strategies

You may find it helpful to assess your school's readiness to initiate a career guidance and counseling program by using the following checklist:

___ Our administration endorses career guidance and counseling program concepts.

___ Our staff endorses the career guidance and counseling program concepts.

___ Our management and staff agree to begin the implementation process.

___ We are willing to appoint a coordinator.

___ We are willing to appoint and train a Steering Committee to manage the implementation process.

___ We are willing to appoint an Advisory Committee to provide input and review.

___ We are willing to provide adequate time for the coordinator, Steering Committee, Advisory Committee, and other staff to complete the implementation process.

___ We are willing to allocate financial resources to support the process.

___ We are willing to provide training for our staff to support the implementation process.

___ We are willing to identify and use outside resource persons to support the implementation process.

If you cannot answer yes to all the statements, you may need to invest more time in obtaining necessary management and staff commitments. This careful "pre-planning" will help the actual implementation process operate more smoothly.

The remainder of this handbook outlines a strategy to assist you in initiating or revising your career guidance and counseling program. The length of the process varies among organizations, but to establish a fully revised career guidance and counseling program requires at least a two-year commitment. Figure 4 illustrates the tasks and timelines; the strategy includes three steps--planning, development, and implementation.

Planning requires forming committees and subcommittees, conducting needs assessments, developing standards, and planning your evaluation.

Development includes effective use of committees, reviewing the current career guidance and counseling program, developing a revised program plan, defining staff development needs, and designing the evaluation.

Implementation focuses on continued use of committees and subcommittees, conducting staff development, implementing the revised career guidance and counseling program, conducting evaluation, and using evaluation results to improve the program.

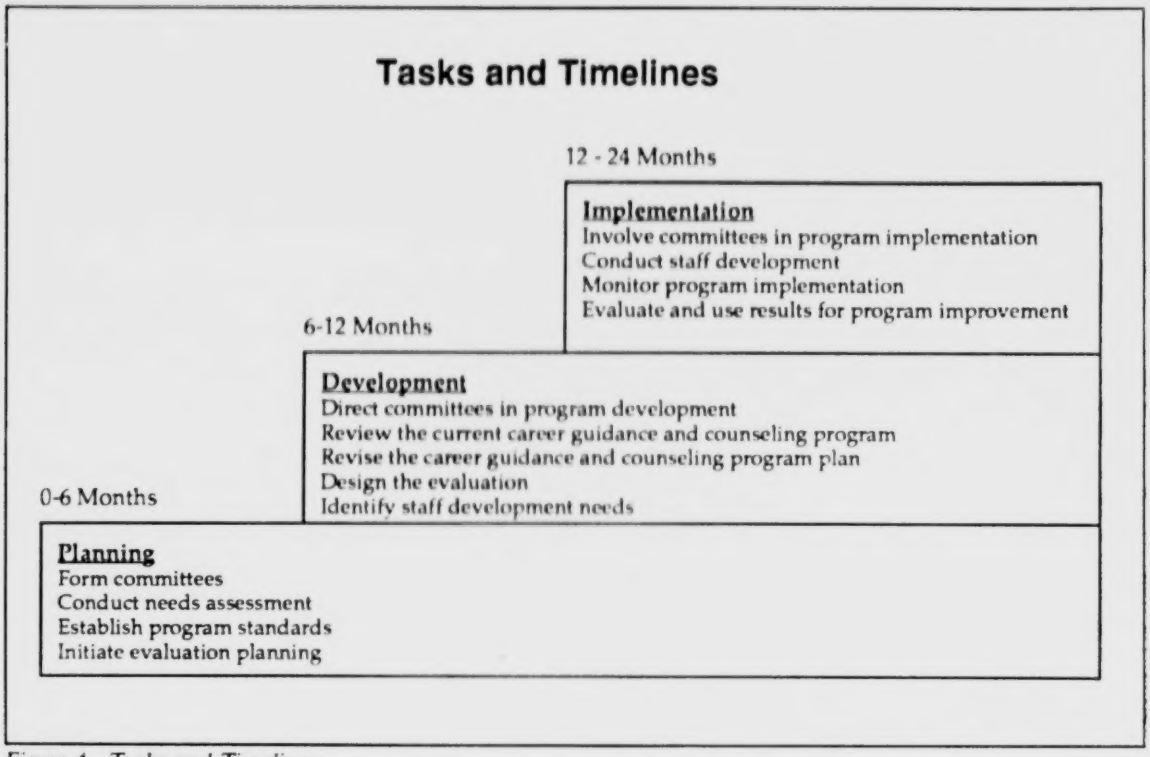

Figure 4 Tasks and Timelines

Step I: Planning

The planning phase for establishing a comprehensive career guidance and counseling program is typically a six month process. During this time the following tasks need to be completed:

Form committees to plan the program.

Conduct a needs assessment.

Establish program standards.

Plan for evaluation.

Form Committees

The design and delivery of career guidance and counseling programs require a team approach. Figure 5 illustrates a suggested organizational structure to accomplish the various tasks. Your school may require a modification of this proposal. If some of these groups currently exist in your school, this is an opportunity to revitalize them with new challenges.

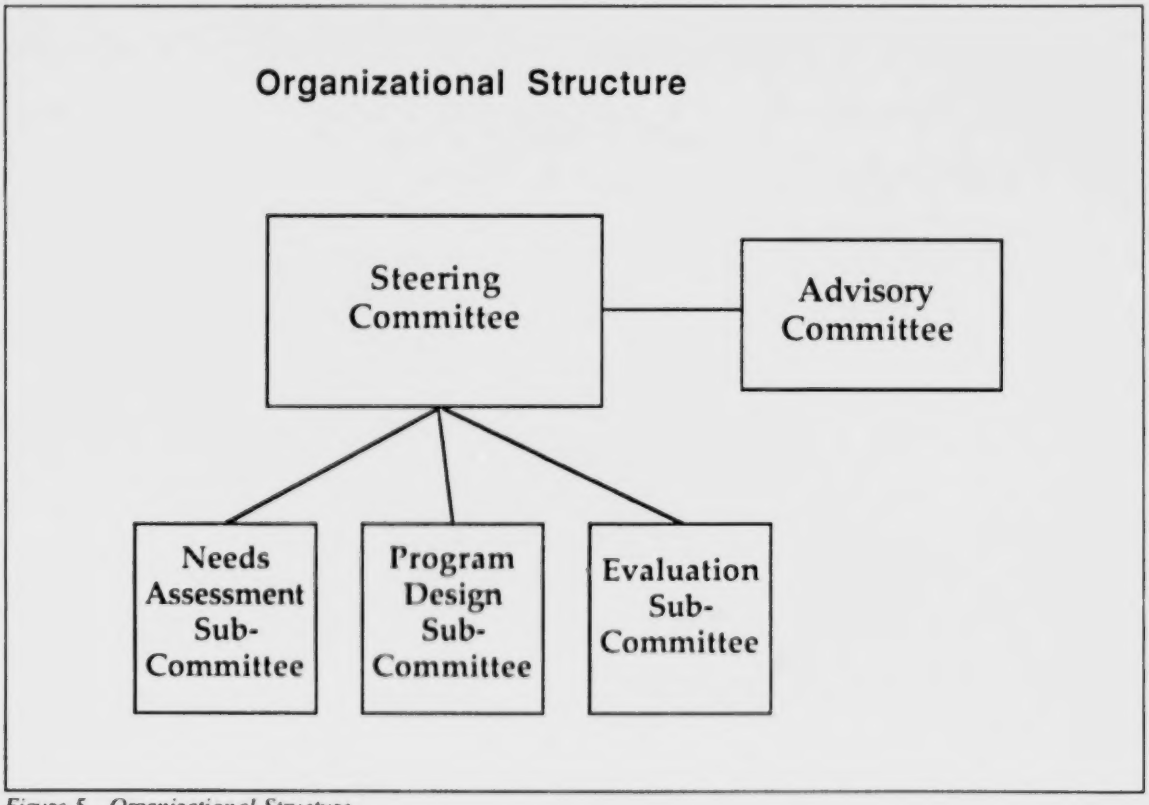

Figure 5 Organizational Structure

Identify the Steering Committee

The Steering Committee will provide leadership and coordinate the entire three step strategy. It is the policy and management group for the program. The chair, the overall program coordinator and facilitator, should be a counselor or career development specialist who is interested and committed to developing a comprehensive career guidance and counseling program. To be effective, the chair should be released from other assignments to manage the implementation strategy. The chair's primary responsibilities are to:

Secure administrative support.
Establish communication procedures with the administrative staff.
Recommend other Steering Committee members.
Plan and conduct Steering Committee meetings.
Delegate responsibility for specific tasks to committee members or other individuals and groups.

The Steering Committee size will vary according to your school. It should be large enough to represent key groups but small enough to operate efficiently. Steering Committee members need to demonstrate an interest in career guidance and counseling as well as the motivation and commitment needed to implement organizational change. Administrators need to acknowledge the importance of this assignment and release members of the Steering Committee from other assignments when necessary. The committee's major responsibilities are to:

Review the National Career Development Guidelines to determine their compatibility with state and school policy, law, regulations, and philosophy.

Develop and coordinate the administration of a needs assessment.

Develop student career guidance and counseling standards and the sequence of delivery.

Review the current career guidance and counseling program in relationship to the standards.

Develop a career guidance and counseling program plan.

Assess resources needed for the implementation process.

Identify factors that may support or inhibit implementation efforts.

Provide training and resource assistance to enhance program implementation.

Develop procedures for coordinating program activities with other schools, agencies, and organizations.

Design and administer evaluation measures, using the results for program improvement.

The Steering Committee will be more effective if the members receive training before taking on the major tasks to be accomplished. Qualified trainers, individuals trained through the National Career Development Guidelines initiative, are available to provide assistance. You can reach these trainers by contacting your State Occupational Information Coordinating Committee (SOICC) Director. (See Appendix E for a complete listing of SOICC contacts.)

Select Advisory Committee Members

Whereas the Steering Committee provides leadership and coordination, the Advisory Committee's roles include reviewing recommendations made by the Steering Committee, enlisting support for the revised career guidance and counseling program, and providing links to various constituencies. During the planning stage, you will want them to review the needs assessment procedures and results, consider and endorse the career guidance and counseling standards and perform other specific tasks.

Selecting the Advisory Committee may be the responsibility of the Steering Committee. Members who represent a wide range of interests and influence are desirable and can be found among:

Administrators--Your principal (or a representative) helps assure communication and support.

Staff--Representatives with guidance, counseling, and career development expertise as well as others with differing backgrounds improve coordination of program delivery.

Parents--Family representatives of students provide a special point of view as they are personally concerned about their child's career development

Students--Representative(s) of those individuals for whom the program is intended can provide an important perspective and contact with other students.

Public and Private Organizations--Representatives of outside organizations such as educational institutions and public and private employers, offer opportunities for improved cooperation and articulation.

State-Level Personnel--Government representatives who specialize in vocational education, rehabilitation, employment service, employment and training, corrections, SOICC, career information delivery systems staff can provide information about program resources.

Counselor Educators--Professionals from colleges or universities can provide input about new career development theory and counseling approaches.

Questions to be considered as you choose Advisory Committee members include:

What groups will be represented on the committee?

Which specific individual(s) will be invited from these groups?

How will we select the chair of the Advisory Committee?

What approval do we need before inviting individuals to serve on the committee?

How often will the committee meet?

Appoint Subcommittees

Three subcommittees are illustrated in Figure 5--needs assessment, program design, and evaluation. Their responsibilities are:

Needs Assessment Subcommittee--Designs, conducts, and analyzes needs assessment efforts prior to developing or revising the career guidance and counseling program.

Program Design Subcommittee--Reviews current program and develops new products and services for new program implementation.

Evaluation Subcommittee--Outlines, develops, and implements the program evaluation plan.

If your school is small, these responsibilities can be assumed by the Steering Committee. A larger school benefits by using separate subcommittees because the Steering Committee can then focus on leadership and coordination while involving more individuals at the early stages of planning and development.

Leadership for each of the subcommittees should be the responsibility of a Steering Committee member. Subcommittee members should be selected for their interest and expertise in the area. In addition to relying on internal staff expertise, you may want to identify an external cadre of technical assistance experts for assistance.

Conduct a Needs Assessment

The primary purpose of the guidelines is to strengthen career guidance and counseling programs to help students attain career guidance and counseling competencies. To ensure that the competencies and indicators provided are responsive to the needs of the students you serve, you need to verify their appropriateness for your audience and modify them as needed before developing a final list of standards.

The most effective way to verify the competencies and indicators is to conduct a needs assessment. A needs assessment:

Identifies needs of students being served.

Provides information for program planning.

Provides information to staff and policy-makers to ensure program support.

Provides a basis for selecting and implementing program activities.

The Needs Assessment Subcommittee will be responsible for designing, conducting, and analyzing the needs assessment. Both the Steering Committee and Advisory Committee should be consulted for advice and input. If information is available from recent needs assessment or evaluation efforts, those reports should be reviewed.

It is critical that adequate resources--time and funds--be allocated for the needs assessment. Without accurate and up-to-date information, efforts to improve your program will be wasted. There are many ways to conduct a needs assessment, and each school must decide the best approach to use. The following outlines decisions that the subcommittee will need to make.

Identify Respondents

Two major decisions need to be made:

Which groups will be assessed?

How will these groups be sampled?

The students you serve, as well as administrators and staff, are the primary groups that should be surveyed. Subgroups of students who have unique needs--minorities, females, non-English speaking, handicapped, disadvantaged--may need to be surveyed separately. Depending upon the goals of your school system, you may also find it beneficial to survey external groups.

If the results are to be meaningful, there must be a sample large enough to be representative of the population. Thus, it is important to consider the return expected for the survey to better estimate for the number to be surveyed.

Finalize the Needs Assessment Instrument

A measurement specialist, either a subcommittee member or outside expert, needs to be involved in deciding such issues as:

How will we develop the instrument?

What alternative forms will be developed for specific groups?

How will we format the instrument for easy tabulation?

A sample needs assessment form can be found in Appendix B for your use or adaptation. Using the competencies and indicators as the base, the instrument enables you to gather information about both the importance of the indicator as well as how many students currently have attained that particular knowledge, skill or ability.

Another example, adapted from a needs assessment instrument developed by Neptune Junior High School in New Jersey, can be found in Appendix C. The survey was administered to students, parents, teachers, and administrators.

Different forms may be needed to assess the different groups. For example, you may wish to ask some groups--program participants and external groups--how important an item is. You may wish to ask staff not only how important an item is, but how well the indicator is currently being met. You may also wish to vary the length of the instrument. If the survey is too long for some groups, it may be divided into two shorter surveys, using half of the indicators for each competency on each survey.

Special attention needs to be paid to the format that is used. Structured responses--yes/no, multiple choice, scale ranking--are easier to tabulate than more open-ended responses.

Collect Data

Key questions about data collection include:

How will the surveys be administered?

Who will be responsible for administering the surveys?

What is our time schedule for administration?

How many follow-ups will we do? When will they occur? How will they be done--mail, telephone?

A plan for administering the survey must include procedures, a time schedule, and methods for follow-up to ensure an adequate response. Because the information being collected is the basis for establishing standards, it is critical that the process be conducted properly.

Analyze Data

Key issues to consider when analyzing data include:

What competencies and indicators were rated most and least important?

Did the results differ by groups?

How can we best report the results?

The data needs to be analyzed to identify the competencies and indicators which rated the greatest priority for students to achieve. More detailed information can be obtained by performing separate analyses for each group of respondents.

Your report needs to summarize the results as well as the process used to gather the information. In addition to sharing the findings internally, you may wish to disseminate the report to a wider audience to keep the public advised about the progress the organization is making toward implementing a career guidance and counseling program.

Establish Program Standards

Information obtained from the needs assessment is used to verify the importance of the competencies and indicators for the students you serve. The goal is to develop a comprehensive set of individual career guidance and counseling competencies and indicators with standards that are measurable and that reflect the needs of the students you serve.

Select Competencies and Indicators

In order to select the appropriate competencies and indicators for your program, the Needs Assessment Subcommittee must consider key issues in this process: defining the criteria that will be used for selection of competencies and indicators, determining who will be involved in the process, and completing the final selection process. To guide this process, keep in mind that:

The number of selected indicators should be comprehensive and include all indicators that have been rated as important. The average ratings on importance may fall so low that you will need to decide whether the indicator is relevant to your organization.

New indicators recommended during the needs assessment will only be added if the Steering Committee believes they are important.

Establish Standards for the indicators

Once indicators have been selected, standards can be developed. Standards for replace the indicators and specify the level or rate of performance.

Indicators describe specific knowledge, skills, and abilities that students need to develop to achieve a competency. **Standards** state how and at what level or rate the student will achieve that indicator.

Sample Indicator. Students will identify how the skills taught in school subjects are used in various occupations.

Sample Standard. Students will list **at least two** skills learned in their school subjects that are used in **at least three** occupations.

Develop Sequence for Delivery

After standards have been developed, a sequence must be developed to outline at what point students should receive the assistance that will enable them to achieve the competencies. These principles can guide the process:

The sequence of delivery will reflect student readiness.

The sequence of delivery will be compatible with other school programs.

The needs assessment information about student achievement will be used to determine the sequence of delivery.

A sample form in Appendix B illustrates a process for developing a sequence of delivery across the student's program experiences.

Document Mission and Standards

After the competencies and indicators have been selected and standards developed, the Steering Committee needs to develop a description of the mission of your career guidance and counseling program. It should be supported by your program's competencies and indicators with standards. The document should be submitted to the Advisory Committee for review and recommendations. Upon revision, the document will become the first part of your Career Guidance and Counseling Program Plan.

Obtain Administrative Endorsement

The administration's endorsement of the mission, competencies, and indicators with standards should be obtained for full institutional support. This endorsement can also be used for public information purposes to gain internal and external support.

Plan for Evaluation

Effective career guidance and counseling programs use the ongoing processes of review and revision. Before beginning program development, it is important to outline the process to be used to evaluate its effectiveness.

Evaluation is the comparison of performance against standards to determine discrepancies between intended and actual results. Two major types of evaluation are needed to provide information for program decisions: process and product evaluation. Figure 6 outlines the process.

Process evaluation reviews the program's procedures, structure, and schedule. It addresses such questions as:

Was the program fully implemented within the specified timelines?

What problems were encountered in implementing the program?

Was the program structure fully implemented?

What changes are needed based on the implementation experience?

Product evaluation assesses the extent to which the program was effective in helping students attain the competencies as specified by the standards. It provides information needed to identify discrepancies between desired and actual individual performance.

Questions to be addressed include:

Are there existing measures for our standards in standardized instruments, statewide assessment programs, or tests that have been developed within our district?

Are there examples of types of measures that would be helpful in designing measures?

What assistance should be provided to design teams as they select and/or develop the measures?

How will we monitor the process?

How will we finalize measures for administration by program staff?

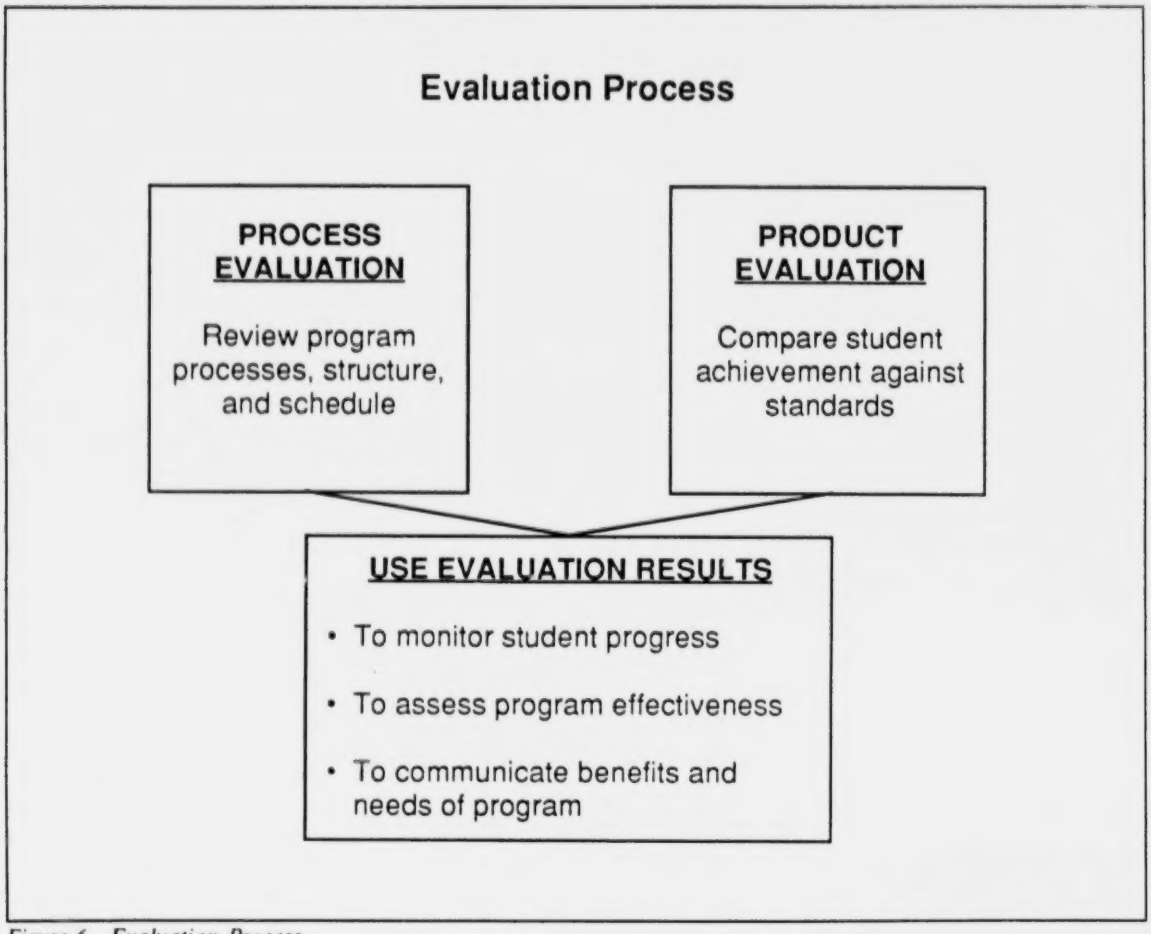
Evaluation Process
PROCESS EVALUATION
Review program processes, structure, and schedule
PRODUCT EVALUATION
Compare student achievement against standards
USE EVALUATION RESULTS
• To monitor student progress
• To assess program effectiveness
• To communicate benefits and needs of program

Figure 6 Evaluation Process

In planning the evaluation the Evaluation Subcommittee needs to remember some key principles. It is important to involve groups that will be affected by the evaluation. Use of the Steering Committee and Advisory Committee for advice should ensure this. Another consideration is that the evaluation should protect the rights and welfare of those providing information. Finally, evaluation plans should be reviewed to be sure that personal feelings and biases do not distort the evaluation.

Summary of Planning Tasks

Form committees

- Identify the Steering Committee
- Select Advisory Committee members
- Appoint subcommittees

Conduct a needs assessment

- Identify respondents
- Finalize the needs assessment instrument
- Collect data
- Analyze data

Establish program standards

- Select competencies and indicators
- Establish standards for the indicators
- Develop sequence for delivery
- Document mission and standards
- Obtain management endorsement

Plan for evaluation

Step II: Development

The timeline for the development phase depends on how comprehensive your current program is and on the data gathered during planning. For some schools with little or no program in place, the development phase may take six months. For those who have existing programs, the revision process should require less time. This section describes five actions necessary for program development.

Direct committees in program development.

Review the current career guidance and counseling program.

Revise the career guidance and counseling program plan.

Design the evaluation.

Identify staff development needs.

Direct Committees

The development phase requires an extensive amount of time and effort on the part of the Steering and Advisory Committees as well as the various subcommittees. The Steering Committee should provide leadership and management to ensure that all activities are taking place on schedule and will result in a high quality effort. The Advisory Committee should continue to meet to review progress and provide advice and counsel. Two subcommittees--Program Design and Evaluation--have important roles in program development. Some responsibilities overlap, and it is important that the Steering Committee Chair meets regularly with the subcommittee chairs to ensure communication among the groups.

During development, the Steering Committee needs to pay special attention to issues related to program articulation, ensuring that the program is coordinated with those offered by other schools, agencies, institutions, and organizations so that:

Individual programs meet the career guidance and counseling needs of all students served.

Unnecessary duplication of learning both within and across levels is reduced.

Continuity of career development assistance to the individual is assured across the lifespan.

In cooperation with representatives from several organization (e.g., other schools, post-secondary institutions, community-based organizations, the state employment service, business and industry), a plan should be developed that includes procedures for 1) sequencing offerings, 2) coordinating program activities, and 3) communicating information about students' career development achievement across the program levels. Sequencing should specify when career guidance and counseling competencies will be introduced, and when they will be reinforced at subsequent levels. Program activity coordination should describe procedures to avoid duplication, to share facilities and resources when feasible, and to capitalize on staff expertise. Finally, information about individuals' career guidance and counseling achievement needs to be shared across all levels.

Review the Current Career Guidance and Counseling Program

A program review enables you to determine how well your current program activities relate to the standards you have established. To conduct this review, your Program Design Subcommittee must identify the information needed, collect and analyze the information, and set program priorities.

Identify Types of Information Needed

Specific questions need to be addressed in order to review a career guidance and counseling program:

What processes and activities are being used to achieve each standard?

What audience is being reached by these processes and activities?

What are the strengths of the current program?

What areas need to be improved?

What are some recommendations for change?

A sample Career Guidance and Counseling Program Review Form is provided in Appendix B. It is organized so that you can gather full information about the effectiveness of your current program's content and structure.

A sample form, adapted from the Mississippi project, is illustrated in Appendix C. Mississippi project staff found that the checklist allowed organizations to compare their programs to the comprehensive program proposed by the guidelines.

Collect Information

Possible sources of information that can be used during the review include the current career guidance and counseling program plan, program outlines, curriculum guides, interviews with career guidance and counseling staff, and program participants. Issues to be decided include:

What sources of information will be used?

Who will be involved in collecting the information?

What is the timeline for completing the review?

Who will collate the review information?

Set Program Improvement Priorities

Issues to be resolved in setting priorities for improving your program include:

What are the strengths and weaknesses of the current program related to each of the standards?

How do these strengths and weaknesses compare to the needs assessment results?

What are the strengths and weaknesses of our current program structure?

Based on the needs of the students we serve and our program strengths and weaknesses, what are the priorities for program improvement?

A final summary of the program review will need to be developed that provides an overview of program strengths and weaknesses and identifies priorities for program improvement. This will provide the direction to revise your program. It can also be used by the Steering Committee to gain management support for the program improvement process.

Revise the Career Guidance and Counseling Program Plan

If the scope of changes is large, it may be helpful to conduct program revision in two or three one-year phases. For example, during the first year the competencies in highest need of improvements can be addressed, followed by those of moderate need, and finally those least needed. To complete the plan, the Program Design Subcommittee must obtain new program ideas, design the revised and improved program, and complete the new career guidance and counseling program plan.

Obtain New Program Ideas

Figure 7 lists suggested sources for a variety of strategies that the subcommittee can use to find information about new career guidance and counseling processes and activities. Although you may not have time or resources to use all of these, there are many tested activities available for you to use or adapt.

Design the Improved Program

Depending upon the scope and timeline of the revision, the Program Design Subcommittee may need to be supported by *specific design teams* to develop new processes and activities. The teams will need to work closely with the Evaluation Subcommittee to select existing measures or develop new measures using the newly developed program standards as they design activities.

It is important to provide the design teams with the time and resources needed to complete the work. The design process will focus on selecting existing activities or developing new activities to support each standard. The design teams will review information that has been collected about new career development activities and select appropriate ones to use in the revised program. In selecting new activities, ask these questions:

What evidence is there that the activity is effective?

Is the activity appropriate for the needs of the students we serve?

Do our staff have the expertise needed to implement the activity?

Will resources be available to implement the activity?

If activities cannot be identified from existing resources, the design teams will need to develop them.

Sources of Information on Program Activities

Program Resource Materials.
Appendices B and D contain listings of program resource materials that have been developed by states, professional associations, publishers, and other organizations. These materials address the development and implementation of standards, and illustrate a variety of career development program activities that are options for your program improvement efforts.

State and Federal Guidelines.
Check with state agency staff to identify any state-level materials that might suggest program options. Also, consult federal legislation and rules and regulations for programs receiving federal funds.

Conferences and Workshops.
Attend conferences and workshops to obtain information about new program activities.

Visitations.
Visit exemplary programs in your state to observe the program and talk with staff in order to gain more information about how to implement the activity in your institution.

National Clearinghouses.
The Educational Resources Information Center (ERIC) has a computer database of information on all types of programs. Other clearinghouses include the National Rehabilitation Information Center and the National Alliance of Business Clearinghouse. You can use ERIC at many information resource centers at state department of education or college libraries. For more specific information, contact the ERIC Clearinghouse on Counseling and Personnel Services, School of Education, University of Michigan, Ann Arbor, MI 48109.

National Occupational Information Coordinating Committee (NOICC) and State Occupational Information Coordinating Committees (SOICCs).
The National and State Occupational Information Coordinating Committees are mandated to help meet the career decision-making needs of youth and adults. Most states now have computer-based delivery systems (CIDS) that are essential components of comprehensive career development programs at all educational levels. Many states also produce a variety of other materials such as career tabloids, career briefs, audiovisual products, occupational outlook handbooks, and directories. For more information, contact the Director of your SOICC.

Consultants.
Possible resource people include staff in your agency, counselors from other human services agencies, state agency staff, SOICC and CIDS directors, and counselor educators from colleges and universities in your state.

Professional Associations
A number of national and state professional associations are committed to providing information to improve career counseling and development programs. Major associations with this mission are the National Career Development Association, National Employment Counselor Association, American Rehabilitation Counselor Association, Public Offenders Counselor Association, The American Mental Health Counselor Association, divisions of the American Association for Counseling and Development; Guidance Division of the American Vocational Association; American Society for Training and Development; American Association of Adult and Continuing Education; and National Rehabilitation Association. These associations publish journals and books, conduct conferences, support state branches, and provide resource services related to career counseling and development programs.

Figure 7 Sources of Information on Program Activities

Document the Improved Program

The final task is to document the changes by continuing the development of the Career Guidance and Counseling Program Plan. During the planning step, the mission statement and standards section of the plan were completed. During this step, the following sections will be completed:

Program Description. This section contains an overview of program processes organized by each of the competencies and standards. For each standard, the following will be described:

Processes--The specific procedure for each standard including outreach, counseling, assessment, training, career information, work experience, consultation, referral, placement, and follow-up.

Activities--The specific activities for each standard.

Audiences--The students who will experience each activity.

Staff--The staff who will deliver the activities for each standard.

Schedule--A timeline stating when each of the activities will begin and end.

Program Structure. The program's support framework will be described specifically through the following:

Leadership--A description of who will manage the program including their roles and responsibilities and support requirements such as released time.

Staffing--A description of each type of staff (or specific staff member) who has a role in the program.

Facilities--A listing of the types of facilities needed to conduct the program including physical space, equipment, materials and supplies.

Budget--A formal budget detailing by line item the financial support required.

Management Plan--A management plan that describes all management tasks needed to ensure successful implementation of the program including the areas of coordination, evaluation and research, public relations, articulation, and staff development.

Program Schedule. A specific timeline for the delivery of the program with the activities listed by month and groups served.

A Career Guidance and Counseling Program Plan Form and an Activity Selection and Design Form to help you gather the necessary information are contained in Appendix B.

Another example of forms for your use can be found in Appendix C. Adapted from the Waynesboro, Pennsylvania project, the lesson plan and grid are useful documentation tools.

Design the Evaluation

The Evaluation Subcommittee will determine procedures for conducting the process and product evaluation of the new program. A summary of this plan will be documented and included as the last element of the Career Guidance and Counseling Program Plan.

Outline Evaluation Tasks

At this stage the Evaluation Subcommittee, with input and approval from the Steering Committee, must determine the tasks for the program evaluations. Such tasks are included in the following areas:

Evaluation Focus--Identify procedures for evaluating how well the student meets the standards, how effectively the program has been developed, and how effective the staff delivers it.

Evaluation Management Plan--Determine what tasks need to be completed, what resources are needed to complete the task, who is responsible, and the timelines for their completion.

Information to be Collected--Identify sources of evaluation information, select methods to collect information, decide how much information is needed (e.g., all adults served or a sample), and plan data collection procedures and logistics.

Analysis and Interpretation Procedures--Determine how returned data will be handled, verified for completeness and quality, analyzed, and interpreted.

Reporting of the Results - Identify potential audiences to be reached and outline various report formats and procedures.

Identify Process Evaluation Procedures

This process will follow the same general procedures that were used to conduct a review of the career guidance and counseling program. The difference is that the process evaluation will focus on reviewing the implementation of your improved career guidance and counseling program. Specific questions need to be addressed:

What aspects of our career guidance and counseling program do we want to evaluate?

How should we obtain this information?

A list of process evaluation questions that relate to the Career Guidance and Counseling Program Plan is illustrated in Figure 8.

Identify Product Evaluation Procedures

Measuring student achievement in career development is similar to measuring achievement in other skill areas. Measurement might take the form of standardized tests, observation, systems for monitoring individual performance, or interviews with former program participants. Figure 9 describes several methods and techniques for measuring career guidance and counseling standards.

While designing the product evaluation, the Evaluation Subcommittee will need to select existing measures or create new measures to assess student performance on the standards. The competencies cover a variety of knowledge, skills, and abilities across cognitive, affective, and psychomotor areas. The emphasis is not only on knowledge but also on the application of knowledge in career planning. Because career development competencies are diverse and focus on personal application in a variety of situations, measures will also be diverse and creative. A Measure Selection and Development Form is illustrated in Appendix B to help you organize your evaluation processes.

Process Evaluation Questions

This list of suggested questions help you evaluate your Career Guidance and Counseling Program Plan.

1. Mission

a. Is the mission still appropriate or will it be revised?

2. Career Development Standards

a. Does the program address all of the competencies and indicators?
b. Does the program deliver these as specified in the sequence of delivery?

3. Program Processes

a. Were the activities for each indicator conducted?
b. Were they provided to all intended participants?
c. Were they delivered as scheduled?
d. Were there problems in delivery of specific activities?
e. Are there suggested improvements for specific activities?

4. Program Structure

Leadership

a. Did the program leader carry out his or her responsibilities?
b. Did he or she have adequate time to coordinate the program?
c. What problems did he or she have in coordinating the program?

Staffing

a. Did each program staff member carry out his or her responsibilities?
b. Did he or she have adequate time to complete these responsibilities?
c. What problems did staff encounter in delivering the program?

Facilities

a. Is adequate and appropriate physical space provided for the program? If not, what improvement is needed?
b. Is adequate equipment provided for the program? If not, what additional materials are needed?
c. Are necessary materials provided for the program? If not, what additional materials are needed?
d. Are necessary supplies provided for the program? If not, what additional supplies are needed?

Budget

a. Were adequate financial resources provided for the program? What additional financial resources are needed?

Management

a. Were the tasks specified on the management plan completed as scheduled?
b. Is the program coordinated with other programs? Are there any coordination problems? How might coordination be improved?
c. Were the measures developed for each of the standards? Were they administered on schedule?
d. Was a summary report of individual and group attainment of competencies and indicators developed?
e. What public relations activities were conducted? What additional activities might be conducted?
f. Were staff development needs assessed? Were individual and group staff development plans developed? Did staff receive adequate orientation to the revised program? Did they receive other staff development experiences? What additional staff development needs have been identified?
g. Has a plan been developed to support coordination with other agencies and/or postsecondary educational institutions? Has the plan been implemented?

Figure 8 Process Evaluation Questions

Sources and Methods of Data Collection

Standardized Career Development Instruments

Career development instruments are a fairly recent development in standardized testing. These are discussed in *A Counselor's Guide to Career Assessment Instruments* (Kapes and Mastie, 1988). This publication and the publishers' test manuals identify standardized instruments for use in program evaluation.

Locally Developed Career Assessment Measures.

Using individual career development competencies, the staff can design measure for specific indicators.

Follow-up Studies.

Many organizations conduct regular follow-up studies of their former program participants. Information on these experiences can be very helpful in determining the extent to which individuals have been able to apply career development competencies to career decisions such as gaining employment or selecting further educational opportunities.

Interviews

Interviewing is a data collection technique in which information about individuals' achievement levels can be obtained through one-to-one conversation. Typically, these interviews are conducted in person; however, they may also be conducted by telephone. A set of structured interview questions forms the basis for the interview. This method provides the interviewer an opportunity to probe for further information if warranted by the initial response.

Diaries and Journals

Self-reporting written logs and journals are designed to measure individuals' activities, attitudes and feelings. They are subjective and provide indicators of growth and change.

Checklists

It is often convenient and effective to develop checklists of behaviors, events, characteristics, or skills. In an obtrusive, systematic way, observations of the individuals can then be made and recorded as they engage in program activities and interact with others.

Observations.

Observations can be effective for assessing achievement of competencies. Methods for recording observations can range from systematic observation instruments to audio or videotaping.

Simulations.

Simulated situations, such as videotapes of group situations, can be used to provide a stimulus for assessment items that measure understanding of career development competencies.

Role Playing Situations.

Role playing situations can provide an opportunity for individuals to demonstrate behaviors and applications of knowledge in "lifelike" situations.

Paper and Pencil Tests.

Objectively written test items can be developed to assess career development performance indicators. These can include multiple-choice, fill-in, true-false, etc. They are most effective in assessing cognitive competencies and indicators.

Planned Forms.

A variety of forms that provide the opportunity for individuals to describe their career-related plans can provide assessment information particularly in the career decision-making area. An example of this is the Individual Career Plan found in Appendix B.

Figure 9 Sources and Methods of Data Collection

Identify Staff Developmental Needs

Successful implementation of the improved career guidance and counseling program will depend on the extent to which staff have developed the competencies needed to coordinate and implement the program. Because the career guidance and counseling program includes a wide range of knowledge, skills, and abilities for students to achieve, staff also need to evolve a wide range of skills.

Staff will need professional development experiences to strengthen their skills related to career guidance and counseling activities. Areas of need will include applying counseling skills to career guidance and counseling goals, developing curriculum, identifying and using career information resources, conducting individual and group assessment activities, consulting effectively, coordinating the career guidance and counseling program, and meeting the career guidance and counseling needs of specific populations.

Self-assessment is one way in which staff can determine their strengths and weaknesses. A sample Self-Assessment Form can be found in Appendix B that describes one technique using the competencies listed in Part I. It can be modified for wider use by adding competencies needed by other staff.

If job descriptions are precise, they can also be used to identify staff development needs. An example from the Le Mars, Iowa project is shown in Appendix C.

Summary of Development Tasks

Direct committees

Review the current career guidance and counseling program

- Identify types of information needed
- Collect information
- Set program improvement priorities

Revise the career guidance and counseling program plan

- Obtain new program ideas
- Design the improved program
- Document the improved program

Design the evaluation

- Outline evaluation tasks
- Identify process evaluation procedures
- Identify product evaluation procedures

Identify staff development needs

Step III: Implementation

The Career Guidance and Counseling Program Plan provides the structure for implementing the revised program by specifying program processes, structure and schedule. Major tasks in this area are:

Involve committees in program implementation.

Conduct staff development.

Monitor program implementation.

Evaluate and use results for program improvement.

Involve Committees

The commitment and hard work of the committees and subcommittees during the planning and development steps shows results during implementation. The Steering Committee plays the active role of managing the implementation process while the Advisory Committee assesses the evaluation results and provides advice for future development.

The Program Design and Evaluation Task Subcommittees continue to be actively involved in this stage. The Program Design Subcommittee and teams refine the delivery of the activities. The Evaluation Subcommittee will implement the evaluation to determine how effective the new program is in assisting individuals to meet the career guidance and counseling standards.

Conduct Staff Development

The Steering Committee supervises an initial orientation to the improved program for other staff who will be involved in program implementation. This orientation can be conducted with the total staff group or with smaller groups. This intensive orientation provides an overview of the improved program and specific training on how to conduct new activities.

Based on the self-assessment of staff development needs, the Steering Committee arranges professional development activities for groups and individual staff development experiences. Figure 10 suggests various types of staff development activities.

Monitor Program Implementation

The management and program schedule sections of the Career Guidance and Counseling Program Plan provide a basis for monitoring program implementation. The schedules can be reviewed by the Steering Committee on a regular basis to identify any problems. If problems are identified, the sources of the problems such as lack of time, resources, and/or skills should be identified and workable solutions found immediately.

Individual staff members can be encouraged to monitor their own activities using the program schedule. Regular meetings with the career guidance and counseling program staff can provide an opportunity to identify staff concerns, share successes, clarify the program schedule, and identify design problems with specific activities.

Staff Development Activities

Formal Graduate-Level Coursework.
Graduate-level coursework in career development, counseling, testing and assessment, and career information.

Improved Career Decision-Making Course (ICDM).
The ICDM materials have been developed through support from the National Occupational Information Coordinating Committee (NOICC). ICDM is a sequential, integrated, and comprehensive curriculum that is designed to provide counselors with an understanding of labor market information and operations resources that can be used to help individuals make informed career decisions. Contact the Director of your State Occupational Information Coordinating Committee or State Agency Director to arrange training.

Workshops and Conferences.
Conferences and workshops may include activities sponsored by professional associations or qualified providers. The recent focus on national credentialing of counselors has stimulated a variety of professional development workshops.

Site Visits.
Visits to other programs allow career development staff to observe successful programs and career development activities, and question others about how to use the activities most effectively.

Independent Study.
Recommendations for independent learning materials and experiences can be obtained from the agency administrator, staff resource center, state agency personnel, or counselor educators.

Inservice Education and Supervision.
Inservice programs can be conducted by counselor educators, state agency staff, or other qualified continuing education providers. Also, consultation, role playing, video feedback, and other supervisory activities can help improve counselor competencies.

Figure 10 Staff Development Activities

Evaluate and Use Results for Program Improvement

In accordance with the evaluation schedule, the Evaluation Subcommittee will manage both aspects of program evaluation, namely process and product. The uses of evaluation results include:

Comparing the achievement of individual students against the career guidance and counseling standards and developing a plan for increasing student achievement.

Determining the effectiveness of the revised program for enhancing attainment of the career guidance and counseling standards.

Communicating the strengths, benefits, and needs of the career guidance and counseling program.

Monitor Individual Achievement

An Individual Career Plan may be used to monitor and strengthen individual achievement of the program standards. A sample form is shown in Appendix B. The profile of achievement for individuals can also be used to customize program activities and help students formulate career plans.

Another example of a career plan is the Career Portfolio used by the Marana Unified School District in Arizona. Illustrated in Appendix C, this career plan portfolio is completed by 8th grade students.

Determine Effectiveness of the Program

The results of the evaluation can be summarized to describe the strengths and weaknesses of your program related to each of the competencies. The Steering and Advisory Committees need to examine the results and set program improvement priorities. They ought to consider the following questions:

What were the achievement levels of the students on our career guidance and counseling standards?

Which standards were achieved at the individual criteria level?

Which standards were achieved at the group criteria level?

Were the program activities fully implemented according to schedule?

Was the program structure fully implemented?

What are the priorities for program improvement?

A final written report should be developed that summarizes program strengths and weaknesses, identifies priorities for program improvement and suggests improvements in the evaluation procedures. When program improvement priorities have been established, the Steering Committee needs to involve the subcommittees in implementing needed improvements.

Communicate Strengths, Needs, and Benefits of the Program

The Steering Committee will use the Career Guidance and Counseling Program Plan and the Final Evaluation Report to communicate the strengths, needs, and benefits of the program to key groups. Sharing this information increases awareness and understanding, strengthens support, and justifies the use of resources.

Summary of Implementation Tasks

Involve committees and subcommittees

Conduct staff development

Monitor program implementation

Evaluate and use results from program improvement

Monitor student achievement

Determine effectiveness of the program

Communicate strengths, needs, and benefits of the program.

APPENDIX A: COMPETENCIES AND INDICATORS

Elementary Level
Middle/Junior High School Level
High School Level
Adult Level

ELEMENTARY SCHOOL STUDENT

Competencies and Indicators

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.

Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Describe how behavior influences the feelings and actions of others.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths, and weaknesses.
Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.

Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identify and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.

Describe how academic skills can be used in the home and community.
Identify personal strengths and weaknesses in subject areas.
Identify academic skills needed in several occupational groups.
Describe relationships among ability, effort and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

Identify different types of work, both paid and unpaid.
Describe the importance of preparing for occupations.
Demonstrate effective study and information-seeking habits.
Demonstrate an understanding of the importance of practice, effort, and learning.
Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.

Elementary School Student Competencies and Indicators-Cont'd

COMPETENCY VI: Skills to understand and use career information.
- Describe work of family members, school personnel, and community workers.
- Identify occupations according to data, people and things.
- Identify work activities of interest to the student.
- Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
- Describe jobs that are present in the local community.
- Identify the working conditions of occupations (e.g., inside/outside, hazardous).
- Describe way in which self-employment differs from working for others.
- Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.
- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- Demonstrate positive ways of performing working activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.
- Describe how work can satisfy personal needs.
- Describe the products and services of local employers.
- Describe ways in which work can help overcome social and economic problems.

Career Planning

COMPETENCY IX: Understanding how to make decisions.
- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes effect decision-making.
- Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.
- Describe the various roles and individual may have (e.g., friend, student, worker, family member).
- Describe work-related activities in the home, community and school.
- Describe how family members depend on one another, work together and share responsibilities.
- Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.
- Describe how work is important to all people.
- Describe the changing life roles of men and women in work and family.
- Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.
- Describe the importance of planning.
- Describe skills needed in a variety of occupational groups.
- Develop an individual career plan for the elementary school level.

MIDDLE/JUNIOR HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a positive self-concept.

Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one's behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.

Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupation Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationship between work and learning.

Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

Middle/Junior High School Student Competencies and Indicators-Cont'd

COMPETENCY VI: Skills to locate, understand, and use career information.

- Identify various ways that occupations can be classified.
- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school and community resources to learn about occupational groups.
- Identify sources to obtain information about occupational groups including self employment.
- Identify skills that are transferable from one occupation to another.
- Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

- Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
- Describe terms and concepts used in describing employment opportunities and conditions.
- Demonstrate skills to complete a job application.
- Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

- Describe the importance of work to society.
- Describe the relationship between work and economic and societal needs.
- Describe the economic contributions workers make to society.
- Describe the effects that societal, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

- Describe personal beliefs and attitudes
- Describe how career development is a continuous process with series of choices.
- Identify possible outcomes of decisions.
- Describe school courses related to personal, educational and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify ways in which decisions about education and work relate to other major life decisions.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- Identify how work roles at home satisfy needs of the family.
- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- Describe advantages and disadvantages of various life role options.
- Describe the interrelationships between family, occupational, and leisure decisions.

Middle/Junior High School Student Competencies and Indicators-Cont'd

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

- Describe advantages and problems of entering nontraditional occupations.
- Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
- Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

- Demonstrate knowledge of exploratory processes and programs.
- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and vocational programs offered at the high school level.
- Describe skills needed in a variety of occupations, including self-employment.
- Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
- Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Understanding the influence of a positive self-concept.

Identify and appreciate personal interests, abilities, and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
Demonstrate an understanding of environmental influences on one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.

Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in various situations.
Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development.

Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

COMPETENCY IV: Understanding the relationship between educational achievement and career planning.

Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interests.
Describe how skills developed in academic and vocational programs relate to career goals.
Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning.

Identify the positive contributions workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviors.

High School Student Competencies and Indicators-Cont'd

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

Describe the educational requirements of various occupations.
Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
Describe the concept of career ladders.
Describe the advantages and disadvantages of self-employment as a career option.
Identify individuals in selected occupations as possible information resources, role models, or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or vocational skills required for a full or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.

Describe the effect of work on lifestyles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.

High School Student Competencies and indicators-Cont'd

Career Planning

COMPETENCY IX: Skills to make decisions.

- Demonstrate responsibility for making tentative educational and occupational choices.
- Identify alternatives in given decision-making situations.
- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.

- Demonstrate knowledge of life stages.
- Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
- Describe ways in which occupational choices may affect lifestyle.
- Describe the contribution of work to a balanced and productive life.
- Describe ways in which work, family, and leisure roles are interrelated.
- Describe different career patterns and their potential effect on family patterns and lifestyle.
- Describe the importance of leisure activities.
- Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.

- Identify factors that have influenced the changing career patterns of women and men.
- Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
- Identify courses appropriate to tentative occupational choices.
- Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

ADULT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self concept.

Demonstrate a positive self-concept.
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
Identify achievements related to work, learning, and leisure and their influence on self perception.
Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
Identify symptoms of stress.
Demonstrate skills to overcome self-defeating behaviors.
Demonstrate skills in identifying support and networking arrangements (including role models).
Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

Describe how personal motivations and aspirations may change over time.
Describe physical changes that occur with age and adapt work performance to accommodate these.
Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.

Describe short and long-range plans to achieve career goals through appropriate educational paths.
Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and life-long learning.

Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
Describe how educational achievements and life experiences relate to occupational opportunities.
Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

Adult Competencies and Indicators-Cont'd

COMPETENCY VI: Skills to locate, evaluate and interpret career information.

- Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).
- Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
- Describe the uses and limitations of occupational outlook information.
- Identify the diverse job opportunities available to an individual with a given set of occupational skills.
- Identify opportunities available through self-employment.
- Identify factors that contribute to misinformation about occupations.
- Describe information about specific employers and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.

- Identify specific employment situations that match desired career objectives.
- Demonstrate skills to identify job openings.
- Demonstrate skills to establish a job search network through colleagues, friends, and family.
- Demonstrate skills in preparing a resume and completing job applications.
- Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
- Demonstrate effective work attitudes and behaviors.
- Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
- Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).
- Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
- Identify skills that are transferrable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.

- Describe the importance of work as it affects values and life style.
- Describe how society's needs and functions affect occupational supply and demand.
- Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
- Demonstrate an understanding of the global economy and how it affects the individual.

Career Planning

COMPETENCY IX: Skills to make decisions.

- Describe personal criteria for making decisions about education, training, and career goals.
- Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.
- Describe the effects of education, work, and family decisions on individual career decisions.
- Identify personal and environmental conditions that affect decision-making.
- Demonstrate effective career decision making skills.
- Describe potential consequences of decisions.

Adult Competencies and Indicators-Cont'd

COMPETENCY X: Understanding the impact of work on individual and family life.

- Describe how family and leisure functions affect occupational roles and decisions.
- Determine effects of individual and family developmental stages on one's career.
- Describe how work, family, and leisure activities interrelate.
- Describe strategies for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.

- Describe recent changes in gender norms and attitudes.
- Describe trends in the gender composition of the labor force and assess implications for one's own career plans.
- Identify disadvantages of stereotyping occupations.
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

- Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
- Describe strategies to use during transitions (e.g., networks, stress management).
- Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
- Describe the skills and knowledge needed for pre-retirement planning.
- Develop an individual career plan, updating information from earlier plans and including short and long-range career decisions.

APPENDIX B: SAMPLE FORMS

Needs Assessment Form
Sequence of Delivery Form
Career Guidance and Counseling Program Review Form
Career Guidance and Counseling Program Plan Form
Activity Selection and Design Form
Measure Selection and/or Development Form
Self-Assessment of Staff Development Needs Form
Individual Career Plan Form

In this Appendix you will find sample forms that you can adapt for use in your career guidance and counseling program. Some of the examples are incomplete, and you will have to supplement them with local information.

NEEDS ASSESSMENT FORM

POSITION: Manager_____ Counselor/Career Guidance and counseling Specialist_____

Staff _____ Student _____ Other_____

INSTRUCTIONS:

We are conducting a survey of the career guidance and counseling needs of the students we serve. This survey lists knowledge, skills, and abilities that are related to effective career exploration and planning. When you read each item, you will give it **two different ratings**: (1) **importance** for individuals, and (2) **current achievement** - your perceptions of how many individuals typically have the knowledge skills or ability.

Circle your choice using the following **importance** scale:

Of Great Importance				**Of Little Importance**
5	4	3	2	1

Circle your choice using the following **current achievement** scale:

None	**Few**	**Some**	**Most**	**All**
0-10%	**11-30%**	**31-70%**	**71-90%**	**91-100%**
5	4	3	2	1

Needs Assessment Form-Cont'd

Competency I: Knowledge of the influence of a positive self-concept.

1. Students can describe personal likes and dislikes.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

2. Students can describe individual skills required to fulfill different life roles.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

3. Students can describe how one's behavior influences the feelings and actions of others.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

4. Students can identify environmental influences on attitudes, behaviors, and aptitudes.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

5. Additional indicator--optional.
You may add an additional indicator in the space at the end of each competency if you think it is relevant to the competency listed and not addressed by those indicators already listed.

Importance	Current Achievement	Total
5 4 3 2 1	5 4 3 2 1	_____

(Complete for each competency)

63

SEQUENCE OF DELIVERY FORM

Review the indicators and determine at which key choice points each will be delivered.

COMPETENCY 1: Knowledge of the importance of self-concept.

Indicator	Choice Point* Entry / Exit
1. Student can describe personal likes and dislikes.	
2. Student can describe individual skills required to fulfill different life roles.	
3. Student can describe how one's behavior influences the feelings and actions of others.	
4. Student can identify environmental influences on attitudes, behaviors, and aptitudes.	
5. (Additional indicator added from the needs assessment information.)	

*Specific choice points will be determined by each institution (e.g., intake, assessment, career planning, training, and placement).

(Complete for each competency)

CAREER GUIDANCE AND COUNSELING PROGRAM REVIEW FORM

Part I. Program Content

Instructions:

1. **Standard.** List the standards.
2. **Program Processes.** List the career guidance and counseling process(es) that are being used for each standard. Processes include outreach, instruction/training, counseling, vocational evaluation and assessment, career information, placement, work experience, consultation, and referral/contracted services.
3. **Activity.** List the program activity(ies) that is/are being used for each indicator.
4. **Program Participants.** Describe which individuals are receiving each activity.
5. **Overall Comments and Recommendations.** In this final section for each competency, list overall comments and recommendations including: overall strengths and weaknesses of the program related to the competency and standards. Recommended improvements including standards that need to be strengthened and activities that might be added or substituted.

Competency Number:

Competency Statement:

Standard	Process	Activity	Program Participants

Overall strengths and weaknesses of the program related to the competency and standards.

Recommended improvements in the competencies and standards including new processes and activities that might be added or substituted.

(Complete for each competency)

CAREER GUIDANCE AND COUNSELING PROGRAM REVIEW FORM

Part II. Program Structure

The following information related to program structure will be collected.

A. Program Leadership

Is there a designated career guidance and counseling program leader?

What are his or her responsibilities?

Are others aware that this person is the leader?

Does this individual have time to provide leadership to the program?

B. Staffing

Which individuals have a role in staffing the program?

What are their specific responsibilities?

Do they have time to perform these responsibilities?

Do they have the expertise needed?

C. Facilities

What physical space is available for the program? Is it adequate in terms of size and privacy?

What equipment is available for the program? Is it adequate?

What materials are available for the program? Are they current and readily available when needed?

What supplies are available for the program? Are they adequate?

D. Budget

What budget is available for the program? Is it adequate?

E. Management

How is the program coordinated with other school programs? How might coordination be improved?

Is the program evaluated periodically? Is the evaluation information adequate to support the effectiveness of the program?

Does the program conduct public relations activities? Are they effective?

Does the program include regular staff development activities? Are they responsive to staff needs?

Is the program articulated with career guidance and counseling programs at other educational levels? Do the articulation procedures reduce program duplication and gaps?

Is the program coordinated with other programs that serve our students?

CAREER GUIDANCE AND COUNSELING PROGRAM REVIEW FORM

Part III. Program Schedule

Is there a master schedule or specified timeline for the delivery of the program? Does the program leader monitor the schedule?

CAREER GUIDANCE AND COUNSELING PROGRAM PLAN FORM

Program Description

Competency:

Indicator	Process	Activity	Audience	Staff	Date

Staff Roles and Responsibilities. List responsibilities based on the revised program organized by such processes as outreach, counseling, assessment, instruction, career information, work experience, referral, consultation, placement, follow-up, and management.

Program Leader

Staff

Program Resources. Make a complete list of needed resources based on the revised program.

Physical Facilities. Space needed; special requirements (e.g., privacy).

Equipment. List all needs including media, computer, furniture, and other items.

Materials and Supplies. List all needs including assessment materials and scoring services, career information, and others.

Budget. Develop line item budget covering such items as equipment, materials and supplies, staff development, consultants, etc.

Management Schedule. List all management tasks related to evaluation, public relations, coordination, and staff development.

Task	Person Responsible	Date Completed

Program Schedule. List all program activities from the program description arranged by client group and schedule of delivery.

Start Month	End Month	Activity	Audience

(Complete for each competency)

ACTIVITY SELECTION AND DESIGN FORM

Competency Number _____ Audience _____

Standard _____

_____

Program Process:

- Outreach _____
- Counseling _____
- Assessment _____
- Instruction _____
- Career Information _____
- Work Experience _____
- Referral _____
- Consultation _____
- Placement _____
- Follow-up _____

Description of Activity: (Attach any worksheets or handouts that are required to conduct the activity.)

(Complete for each competency)

MEASURE SELECTION AND/OR DEVELOPMENT FORM

Competency number: _____ Audience:_____

Standard:

Measure:

Scoring instructions:

(Complete for each competency)

SELF-ASSESSMENT OF STAFF DEVELOPMENT NEEDS FORM

Counselors and other career guidance and counseling program staff need a variety of skills and competencies to implement a career guidance and counseling program. This self-assessment will help identify your current staff development needs and develop an individual plan which will prepare you to implement your revised career guidance and counseling program.

Read each of the following statements and circle the number that best describes (1) how important this competency is to the implementation of your revised career guidance and counseling program, and (2) how high your need is to improve this competency.

Importance:	My Need:
4 = very important	4 = very high need
3 = important	3 = high need
2 = slightly important	2 = moderate need
1 = not important	1 = low need

When you have rated **each** of the statements according to its **importance for implementing the revised program** and **your need to improve this competency,** review the statements that you rated as both **very important** and **high need** and **select the five** that represent your important staff development needs. List them in the space marked "Most Important Professional Development Needs" at the end of this survey.

Counseling

1. Knowledge of developmental issues individuals address throughout the lifespan.	4 3 2 1	4 3 2 1
2. Knowledge of counseling and career development theories and techniques.	4 3 2 1	4 3 2 1
3. Knowledge of decision making and transition models.	4 3 2 1	4 3 2 1

Most Important Professional Development Needs. Review the statements that you rated as both **very important** and **very high need**, select the five that are your most important staff development needs, and list them below:

Competency Number

1.

2.

3.

4.

5.

(Complete for each competency)

INDIVIDUAL CAREER PLAN FORM

Middle/Junior High School Level

This activity suggests a technique to help staff monitor and strengthen student achievement of the career guidance and counseling competencies and to assist in developing an educational and career plan.

Instructions

1. It is recommended that an Individual Career Plan be maintained for each student throughout the middle/junior high school experience.
2. The counselor or counselors to whom a student is assigned will be responsible for meeting with that student to develop, review, revise and implement the plan.
3. As product evaluation is completed, an individual profile of student attainment of the standards will be added to the plan.

Name _____
Last First Middle

School _____

1. My interests are: _____
2. My abilities and skills are: _____
3. My hobbies and recreational/leisure activities are: _____
4. The school subjects in which I do best are: _____
5. I have explored careers in the following occupational clusters:
6. My tentative career goal(s) is (are): _____

Individual Career Plan Form - Cont'd

7. To become the kind of person and citizen I want to be, I have fully achieved the following career guidance and counseling competencies and performed all identified indicators: (Write in month and year when fully achieved.)

COMPETENCY	DATE
Knowledge of the influence of a positive self-concept.	_____
Skills to interact with others.	_____
Knowledge of the importance of growth and change.	_____
Knowledge of the benefits of educational achievement to career opportunities.	_____
Understanding the relationship between work and learning.	_____
Skills to locate, understand, and use career information.	_____
Knowledge of skills necessary to seek and obtain jobs.	_____
Understanding how work relates to the needs and functions of the economy and society.	_____
Skills to make decisions.	_____
Knowledge of the interrelationship of life roles.	_____
Knowledge of different occupations and changing male/female roles.	_____
Understanding the process of career planning.	_____

Individual Career Plan Form - Cont'd

I shall plan to study the following subjects in grades 6-9:

Grade 6 School Year 19__-__
Subjects Mark

Grade 7 School Year 19__-__
Subjects Mark

Grade 8 School Year 19__-__
Subjects Mark

Grade 9 School Year 19__-__
Subjects Mark

SIGNATURES:

(Student) _____

(Parent) _____

(Counselor/Teacher) _____

APPENDIX C: LOCAL PROGRAM EXAMPLES

New Jersey--Career Guidance and Counseling Needs Survey
Mississippi--Resources and Process Checklist
Pennsylvania--Lesson Plan and Grid
Iowa--Junior High School Counselor Job Description
Arizona--Career Portfolio

In this Appendix you will find samples from local sites that may be of use to you. Some are excerpts and others have been updated.

CAREER GUIDANCE AND COUNSELING NEEDS SURVEY

(New Jersey)

The purpose of this survey is to provide information which will be used in determining ways for the school to be of greater benefit. Please respond honestly and thoughtfully.

Name _____
Last First Middle

Respond to survey by choosing what you believe students need.

Parent_____ Teacher_____ Administrator_____ Students: Grade 6_____ 7_____ 8_____ 9_____

Instructions

Please read all 12 competencies before attempting to answer this survey. Then rank them in order of importance to your by circling number (1) for the most important, number (2) for the next most important, and so on through number (12). For each competency, check the blank beside each indicator that you think the students need help with. Leave blank if you believe the students do not need help. You may check all, some, or none of the indicators.

Competency I:
Knowledge of the influence of a positive self-concept. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Describe personal likes and dislikes.
_____ Describe individual skills required to fulfill different life roles.
_____ Describe how one's behavior influences the feelings and actions of others.
_____ Identify environmental influences on attitudes, behaviors, and aptitudes.

Competency II:
Skills to interact with others. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Demonstrate respect for the feelings and beliefs of others.
_____ Demonstrate an appreciation for the similarities and differences among people.
_____ Demonstrate tolerance and flexibility in interpersonal and group situations.
_____ Demonstrate skills in responding to criticism.
_____ Demonstrate effective group membership skills.
_____ Demonstrate effective social skills.
_____ Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

Competency III:
Knowledge of the importance of growth and change. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Identify feelings associated with significant experiences.
_____ Identify internal and external sources of stress.
_____ Demonstrate ways of responding to others when under stress.
_____ Describe changes that occur in the physical, psychological, social and emotional development of an individual.
_____ Describe physiological and psychological factors as they relate to career development.
_____ Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Career Guidance and Counseling Needs Survey-Cont'd

Competency IV:
Knowledge of the benefits of educational achievement to career opportunities. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Describe the importance of academic and occupational skills in the work world.
_____ Identify how the skills taught in school subjects are used in various occupations.
_____ Describe individual strengths and weaknesses in school subjects.
_____ Describe a plan of action for increasing basic educational skills.
_____ Describe the skills needed to adjust to changing occupational requirements.
_____ Describe how continued learning enhances the ability to achieve goals.
_____ Describe how skills relate to the selection of high school courses of study.
_____ Describe how aptitudes and abilities relate to broad occupational groups.

Competency V:
Understanding the relationship between work and learning. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Demonstrate effective learning habits and skills.
_____ Demonstrate an understanding of the importance of personal skills and attitudes to job success.
_____ Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

Competency VI:
Skills to locate, understand and use career information. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Identify various ways that occupations can be classified.
_____ Identify a number of occupational groups for exploration.
_____ Demonstrate skills in using school and community resources to learn about occupational groups.
_____ Identify sources to obtain information about occupational groups including self employment.
_____ Identify skills that are transferable from one occupation to another.
_____ Identify sources of employment in the community.

Competency VII:
Knowledge of skills necessary to seek and obtain jobs. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
_____ Describe terms and concepts used in describing employment opportunities and conditions.
_____ Demonstrate skills to complete a job application.
_____ Demonstrate skills and attitudes essential for a job interview.

Competency VIII:
Understanding how work relates to the needs and functions of the economy and society. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Describe the importance of work to society.
_____ Describe the relationship between work and economic and societal needs.
_____ Describe the economic contributions workers make to society.
_____ Describe the effects that societal, economic, and technological change have on occupations.

Career Guidance and Counseling Needs Survey-Cont'd

COMPETENCY IX:
Skills to make decisions. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Describe personal beliefs and attitudes
_____ Describe how career development is a continuous process with series of choices.
_____ Identify possible outcomes of decisions.
_____ Describe school courses related to personal, educational and occupational interests.
_____ Describe how the expectations of others affect career planning.
_____ Identify ways in which decisions about education and work relate to other major life decisions.
_____ Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
_____ Identify the requirements for secondary and postsecondary programs.

COMPETENCY X:
Knowledge of the interrelationship of life roles. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
_____ Identify how work roles at home satisfy needs of the family.
_____ Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
_____ Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
_____ Describe advantages and disadvantages of various life role options.
_____ Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI:
Knowledge of different occupations
and changing male/female roles. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Describe advantages and problems of entering nontraditional occupations.
_____ Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
_____ Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII:
Understanding the process of career planning. 1 2 3 4 5 6 7 8 9 10 11 12

_____ Demonstrate knowledge of exploratory processes and programs.
_____ Identify school courses that meet tentative career goals.
_____ Demonstrate knowledge of academic and vocational programs offered at the high school level.
_____ Describe skills needed in a variety of occupations, including self-employment.
_____ Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
_____ Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

RESOURCES AND PROCESS CHECKLIST

(Mississippi)

Administrative Support Resources

	Yes	Somewhat	No	Not Applicable
1. Is there adequate administrative support from your immediate supervisor for a career guidance and counseling program?	( )	( )	( )	( )

Comments:

2. Does your administration show a positive attitude toward career guidance and counseling?	( )	( )	( )	( )

Comments:

3. Do you have a list of desired career guidance and counseling outcomes which has been agreed upon by the administration, the counseling staff, and the advisory committee?	( )	( )	( )	( )

Comments:

4. Do you have in writing a clear definition of the responsibilities of administration, professional staff and clerical staff for career guidance and counseling?	( )	( )	( )	( )

Comments:

Resources and Process Checklist-Cont'd

Facilities

	Yes	Somewhat	No	Not Applicable
5. Is adequate space provided to house your programs?	( )	( )	( )	( )
Comments:				
6. Are your resource materials and computer terminals accessible to all students?	( )	( )	( )	( )
Comments:				
7. Do your counselors have offices that:				
a. provide auditory and visual privacy for students?	( )	( )	( )	( )
b. ensure security of files?	( )	( )	( )	( )
c. have a private telephone?	( )	( )	( )	( )
Comments:				
8. Do you have a career guidance and counseling area?	( )	( )	( )	( )
Comments:				
9. Is your career guidance and counseling area:				
a. convenient to students?	( )	( )	( )	( )
b. comfortable and appealing?	( )	( )	( )	( )
Comments:				

Resources and Process Checklist-Cont'd

Personnel Requirements and Counselor Competencies

	Yes	Somewhat	No	Not Applicable
10. Do you have enough certified counselors on staff?	( )	( )	( )	( )
Comments:				
11. Has the counselor(s) had coursework or in-service training in the following areas:				
a. assessment?	( )	( )	( )	( )
b. decision making?	( )	( )	( )	( )
c. career counseling?	( )	( )	( )	( )
Comments:				
12. Is the counselor(s) qualified to lead and consult with teachers, administrators, parents, etc?	( )	( )	( )	( )
Comments:				
13. Does your counseling staff have enough clerical support?	( )	( )	( )	( )
Comments:				
14. Does your institution provide other specialists who participate in the career guidance and counseling program, such as:				
a. social workers?	( )	( )	( )	( )
b. speech and hearing therapists?	( )	( )	( )	( )
c. school psychologists?	( )	( )	( )	( )
d. occupational and physical therapists?	( )	( )	( )	( )
e. reading and other learning specialists?	( )	( )	( )	( )
f. nurses?	( )	( )	( )	( )
Comments:				

Resources and Process Checklist-Cont'd

Training and Materials

	Yes	Somewhat	No	Not Applicable
15. Do you have a written plan to provide staff development in career guidance and counseling areas where counselors and/or teachers need more expertise?	( )	( )	( )	( )
Comments:				
16. Is professional career guidance and counseling literature provided to counselors and/or teachers?	( )	( )	( )	( )
Comments:				
17. Has an inventory of available career guidance and counseling resource materials and equipment and a list of needed materials and equipment been made?	( )	( )	( )	( )
Comments:				
18. Is there an adequate budget for career guidance and counseling resource and training needs?	( )	( )	( )	( )
Comments:				
19. Does your career guidance and counseling program include the following components:				
a. instruction?	( )	( )	( )	( )
b. counseling?	( )	( )	( )	( )
c. assessment?	( )	( )	( )	( )
d. career information?	( )	( )	( )	( )
e. placement?	( )	( )	( )	( )
f. consultation?	( )	( )	( )	( )
g. referral?	( )	( )	( )	( )
Comments:				

Resources and Process Checklist-Cont'd

Process

	Yes	Somewhat	No	Not Applicable
20. Has your institution taken the following steps to implement the National Guidelines:				
a. formed an advisory committee?	( )	( )	( )	( )
b. conducted a needs assessment?	( )	( )	( )	( )
c. made a list of goals for improving the program?	( )	( )	( )	( )
d. set priorities for goals?	( )	( )	( )	( )
e. made a written plan to evaluate the process toward and achievement of goals?	( )	( )	( )	( )
f. begun to take steps to improve the program?	( )	( )	( )	( )
g. conducted staff development?	( )	( )	( )	( )
h. made a list of needs for further staff development?	( )	( )	( )	( )
i. made a written plan to use evaluation results for further improvement?	( )	( )	( )	( )

Comments:

CAREER GUIDANCE LESSON PLAN

(Pennsylvania)

Title_____ Subject Area_____

Grade Level_____ Concept_____

Competency 1 _____

_____

Standard 4_____

_____

Lesson Objectives:

A. Career Development _____

_____

B. Instructional _____

_____

Description of Activity _____

_____

_____

_____

Resources:

A. Materials _____

_____

B. People _____

_____

C. Space/
Equipment _____

_____

Time Requirement _____

_____

Evaluation_____

_____

CAREER GUIDANCE TRAINING COMPETENCIES GRID
(Pennsylvania)

STANDARDS	COMPETENCY I						STANDARDS	COMPETENCY II								
	1	2	3	4	5	6		1	2	3	4	5	6	7	8	9
ENGLISH			7				ENGLISH	7			7		9			7
MATH							MATH	7	7-9		7-9	7	7-9			7
SOCIAL STUDIES	9	9	9	9	9	9	SOCIAL STUDIES									
READING	7	7	7		7		READING			7	7	7		7-8		
SCIENCE	7			7			SCIENCE	7-8	7	7-8		7-8	8	8	8	8
HEALTH/PE			APE				HEALTH/PE							APE		
INDUSTRIAL ARTS							INDUSTRIAL ARTS	7-8	7-8	7-8	7-8	7-8	7-8			7-8
MUSIC			7-8-9	7-8-9	7-8-9		MUSIC			7-8	7-8	7-8	7-8			
ART	7	7	7		7	7	ART	7	7	7	7		7	7		7
HOME EC							HOME EC									
SPECIAL ED							SPECIAL ED									
GUIDANCE	X				X	X	GUIDANCE	X				X	X	X	X	X

JUNIOR HIGH COUNSELOR JOB DESCRIPTION

(Iowa)

In an ever-changing and complex society such as ours, it is imperative that assistance in growing up during these transitional years of junior high be made available to all students regardless of race, sex, or creed. Our role as counselors is to work with students, teachers, and parents to provide this assistance through identification of needs, counseling, dissemination of appropriate and current information and support agencies.

In order to serve these individual needs, the junior high counselor will:

COUNSEL

1. Counsel students on a one-to-one basis, in small groups and in classroom situations.
2. Conduct orientation programs for students entering the next grade and for new students.
3. Work to discover and develop the special abilities of students.
4. Aid students in their course and subject selection.
5. Help students explore career interests and choices.

CONSULT

1. Cooperate and confer with administrative and building staff regarding their concerns about any student's behavior.
2. Periodically schedule conferences with parents to keep them informed of their student's school progress.
3. Coordinate and consult with school and community referral services.
4. Assist in activities such as curriculum and grading committees, staffings, case conferences, etc.
5. Follow a professional and personal code of ethics.

COORDINATE

1. Administer testing programs and interpret results to students, parents, faculty and administration.
2. Coordinate career education and career guidance program.
3. Assist in local evaluation and research of the effectiveness of the guidance program.
4. Plan, develop and evaluate the school's guidance program.
5. Conduct research related to student's needs.
6. Interpret the guidance program to the community.

CLASSROOM GUIDANCE

1. Through a four and one-half week exploratory class called Survival Skills, provide developmental counseling for all sixth graders with the focus on self-acceptance, decision making and effective communication.
2. Develop and teach a four and one-half week exploratory class for all sixth graders called Careers, stressing career exploration and self-awareness.

CAREER PORTFOLIO

(Arizona)

Student's Name _____ Telephone # _____

Address _____ Social Security # _____

_____ Birthdate _____

Parent's Signature _____ H.S. Graduation Date _____

CONTENTS

Include the following kinds of documents in this folder:

_____ 9th Grade Preregistration Materials

_____ Standard Test Scores (if available)

_____ Interest Inventories

_____ _____

_____ _____

_____ Report Cards

_____ Four-Year Plan

_____ Sample Completed Job Application

_____ Letters of Recommendation

_____ Competency Certificates

Career Portfolio-Cont'd

8TH GRADE
WHO AM I?

Date _____

The more I know and understand myself, the better chance of choosing the most appropriate training, job, college or career for ME...

Five things I really like about my self are:

1. _____
2. _____
3. _____
4. _____
5. _____

People like my ability to _____

_____

I feel very proud of myself when I _____

_____

Three positive words that describe me are:

1. _____
2. _____
3. _____

My best subject in school is _____

My favorite subjects in school are _____

_____

Three careers I would like more information about are:

1. _____
2. _____
3. _____

If I could have any job in the world for a day, I would be

_____

because _____

After high school I would like to _____

_____

Career Portfolio-Cont'd

8TH GRADE
MY CAREER PLANS

Date _____

My favorite classes are _____

_____

My standardized tests show:

Language _____

Reading _____

Math _____

Workstudy Skills _____

My Interest Survey shows: _____

_____

Three career areas I'm exploring are:

1. _____

2. _____

3. _____

The career I'm most interested in learning more about is:

_____

What training will I need for this career? _____

_____

What school courses relate to this career area? _____

_____

To do better next year I plan to _____

_____

_____

In the future I need to do the following things to meet my career goal:

_____

_____

_____

_____

APPENDIX D: RESOURCE LISTING

The resource materials presented in this appendix provide information related to career guidance and counseling standards and program implementation. Resources are arranged according to books, journal articles, state agency standards documents and resources, professional associations and federal agencies (policy statements, position papers, and resolutions), local education agencies, training materials, accreditation agencies, specific population publications, and addresses of agencies and associations. Materials are applicable to career guidance and counseling at the middle/junior high school level. ED numbers indicate that the resource is available through the ERIC system.

Books

Bailey, L.J. (1985). *Career education for teachers and counselors.* Cranston, RI: The Carroll Press.

Brown, D., & Minor, C.W. (Eds.) (1989). *Working in America: A status report on planning and problems.* Alexandria, VA: National Career Development Association.

Brown, D., Brooks, L. & Associates. (1984). *Career choice and development.* San Francisco, CA: Jossey-Bass.

Campbell, R.E.; Connell, J.B.; Bayle, K.K.; and Bhearman, R.D. (1983). *Enhancing career development: Recommendations for action.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University. (ERIC Document Reproduction Services No. ED 227 303)

Charner, I., & Rolzinski, C.A. (Eds.). (1987). *Responding to the educational needs of today's workplace.* New directions for continuing education series, no. 33. San Francisco, CA: Jossey-Bass.

Crites, J.O. (1987). *Evaluation of career guidance programs: Models, methods, and microcomputers.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University. (ERIC Document Reproduction Service No. ED 284 065)

Frederickson, R. (1982). *Career information.* Englewood Cliffs, NJ: Prentice-Hall.

Gysbers, N.C., & Associates. (1984). *Designing careers: Counseling to enhance education, work and leisure.* San Francisco, CA: Jossey-Bass.

Gysbers, N.C., & Associates. (1984). *Designing careers: Counseling to enhance education, work, and leisure.* San Francisco, CA: Jossey-Bass.

Gysbers, N.C., & Henderson, P. (1988). *Developing and managing your school guidance program.* Alexandria, VA: American Association for Counseling and Development.

Gysbers, N.C. & Moore, E.J. (1987). *Career counseling: Skills and techniques for practitioners.* Englewood Cliffs, NJ: Prentice-Hall.

Herr, E.L. (1982). The effects of guidance and counseling: Three domains. *Foundations for policy in guidance and counseling.* E.L. Herr and N.M. Pinson (Eds.). Falls Church, VA: The American Personnel and Guidance Association. (ERIC Document Reproduction Service No. ED 250 589)

Herr, E.L., & Cramer, S.H. (1988). *Career guidance and counseling through the life span.* Boston, MA: Little, Brown and Company.

Humes, C.W. (1986). *Contemporary counseling: services, application, and issues.* Muncie, IN: Accelerated Development Press.

Isaacson, L.E. (1985). *Basics of career counseling.* Boston, MA: Allyn and Bacon.

Johnston, W.B. et al. (1987). *Workforce 2000: Work and workers for the 21st century.* Indianapolis, IN: Hudson Institute. (ERIC Document Reproduction Service No. ED 290 887)

Kapes, J.T., and Mastie, M.M. (1988). *A counselor's guide to career assessment instruments.* Alexandria, VA: National Career Development Association.

Krumboltz, J. & Hamel, D. (1982). *Assessing career development.* Palo Alto, CA: Mayfield Publishing.

Leibowitz, Z.B., Farren, C., & Kay, B.L. (1986). *Designing career development systems.* San Francisco, CA: Jossey-Bass.

National Occupational Information Coordinating Committee. (1986). *Using labor market information in career exploration and decision making.* Garrett Park, MD: Garrett Park Press. (ERIC Document Reproduction Service No. ED 284 020)

Shertzer, B. (1981). *Career planning: Freedom to choose.* Boston, MA: Houghton-Mifflin.

Spokane, A.R. and Oliver, L.W. (1983). *The outcomes of vocational interventions. Handbook of vocational psychology*, vol 2, W.B. Walsh and S.H. Osipow (Eds.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Tennyson, W., Hansen. L., Klaurens, M., & Antholz, M. (1980). *Career development education: Teachers and counselors.* Alexandria, VA: National Career Development Association.

Yost, E.B., & Corbishley, M.A. (1987). *Career counseling: A psychological approach.* San Francisco, CA: Jossey-Bass.

Zunker, V.G. (1986). *Career counseling: Applied concepts in life planning.* Monterey, CA: Brooks, Cole.

Professional Journal Articles

Caroll, M.R. (Ed.). (1980). Standards for guidance and counseling programs. *School counselor, 28*(2), 81-86.

Diamond, E.E. (1985). Development of the joint committee standards for evaluations of educational programs, projects, and materials. *Measurement and evaluation in counseling and development,* 18(2), 51-57.

Engen, H.B., & Noeth, R.J. (1983). Assessing quality in career guidance programs: One state's approach. *Vocational guidance quarterly,* 31(1), 80-88.

Fretz, B.R. (1981). Evaluating the effectiveness of career interventions. *Journal of counseling psychology monograph,* 31(1), 77-90.

Gerstein, M. (Ed.). (1982). Theme issue: Comprehensive career guidance. *Vocational guidance quarterly,* 30(4), 291-383.

Hartman, R.A. (1988). A counselor role: Curriculum development and evaluation. *School counselor,* 35, 377-382.

Hendrickson, L. (1983). An evaluation of school district guidance and counseling programs: Procedures and results. *Evaluation and program planning: An international journal,* 6(2), 131-137. (ERIC No. EJ 296 222)

Hoyt, K.B. (1989). The career status of women and minority persons: A 20-year retrospective. *Career development quarterly,* 37(3), 202-212.

Lester, J.N., & McCormac, M.E. (1988). The NOICC career guidance standards project. *Vocational education journal,* 62(6), 47-48. (ERIC No. EJ 356 474)

Lewis, J.D. (1983). Guidance program evaluation: How to do it. *School counselor,* 31(2), 111-119.

Loesch, L.C. (1984). Professional preparation guidelines: An AMEG imperative. *Measurement and evaluation in counseling and development,* 17(3), 153-157.

Lombana, J.H. (1985). Guidance accountability: A new look at an old problem. *School counselor,* 32(5), 340-346.

Martin, J. (1983). Curriculum development in school counseling. *Personnel and guidance journal,* 61(7), 406-409.

Matthay, E.R. (1988). A study of school counselor evaluation procedures. *School counselor,* 35, 383-393.

Miller, J.V. (1986). Helping adults balance career and family roles. *New directions for continuing education,* 32, 45-58.

National Association of Secondary School Principals. (1987). *NASSP bulletin (The journal for middle level and high school administrators),* 71(499), 1-57.

Rimmer, S.M., & Burt, M.A. (1990). Needs assessment: A step-by-step approach. *School counselor,* 28(1), 59-62.

Sampson, J.P., Jr., & Loesch, L.C. (1985). Computer preparation standards for counselors and human development specialists. *Journal of counseling and development,* 64(1), 31-33.

Scheele, A.M. (1980). Beyond ability: Developing success competencies for making it. *Educational horizons,* 58(3), 134-38.

Splete, H., & Miller, J. (1981). Research and evaluation on counseling for career development. *Personnel and guidance journal,* 59(8), 526-530.

Steinhauser, L., & Bradley, R. (1983). Accreditation of counselor education programs. *Counselor education and supervision,* 23(2), 98-108.

Tittle, C.K. (1982). Career guidance: Program evaluation and validity. *Measurement and evaluation in guidance,* 15(1), 22-24.

Wheeler, P.T., & Loesch, L. (1981). Program evaluation and counseling: Yesterday, today, and tomorrow. *Personnel and guidance journal,* 59(9).

State Departments of Education

Standards Documents and Resources

Alabama State Department of Education. (1981). *Guidelines for developing a comprehensive guidance and placement annual plan.* Montgomery: Author, Division of Vocational Education Services. (11 pp.)

Alabama State Department of Education. (1984). *The guidance and counseling state plan for excellence in Alabama's public schools.* Montgomery: Author. (53 pp.)

Alaska State Department of Education. (1981). *Promising practices: Criteria for excellence in guidance and counseling.* Juneau: Author. (10 pp.) (ERIC Document Reproduction Services No. ED 218 560)

California State Department of Education. (1981). *Guidelines for developing comprehensive guidance programs in California public schools: Kindergarten through adult school.* Sacramento: Author. (54 pp.) (ERIC Document Reproduction Service No. ED 217 337)

Colorado State Board for Community Colleges and Occupational Education. (n.d.). *Unified state plan for guidance, counseling, and placement in Colorado--Grades 7-12.* Denver: Author. (67 pp.) (ERIC Document Reproduction Service No. ED 236 486)

Colorado State Board for Community Colleges and Occupational Education. (n.d.). *Unified state plan for guidance, counseling, and placement in Colorado--Post-secondary.* Denver: Author. (38 pp.) (ERIC Document Reproduction Service No. ED 236 487)

Florida Department of Education. (1989). *Blueprint for career preparation.* Tallahassee, FL: Author. (23 pp.)

Florida State Department of Education. (1986). *Linking education and work.* Tallahassee: Division of Vocational and Technical Education, Bureau of Program Improvement. (57 pp.)

Gelatt, H.B., Paul, S., Patterson, J., & Unger, G. (1986). *The guidance audit: Quality indicators for school guidance and counseling reform.* Sacramento: California State Department of Education.

Idaho State Department of Education. (1985). *Guidance and counseling program review instrument/quality indicators.* Boise, Idaho: Author, Division of Guidance and Counseling/Testing. (16 pp.)

Illinois State Board of Education. (1986). *Illinois counseling and guidance by objectives handbook.* Springfield: Department of Adult Vocational and Technical Education, Research and Development Section. (128 pp.)

Illinois State Board of Education. (1986). *The guidance by objectives planning package for the microcomputer.* Springfield: Department of Adult Vocational and Technical Education, Research and Development Section. (128 pp.)

Iowa State Department of Education. (1986). *The Iowa K-12 guidance curriculum guide for student development.* Des Moines: Author, Guidance Services. (223 pp.) (ERIC Document Reproduction Services No. ED 273 873)

Kansas State Department of Education. (1982). *The Kansas guidance program evaluation guide and resource packet.* Topeka: Author, Educational Assistance Section. (24 pp.)

Kenneke, L.T., & Suzuki, W.N. (1981). *Promising practices in Oregon career and vocational education.* Corvallis, OR: Oregon State Department of Education and Oregon State University. (ERIC Document Reproduction Services No. ED 205 767)

Luft, R., et al. (n.d.) *A report of the project statewide infusion of career education into the preparation of teachers, counselors and administrators. Final performance report.* Salem, OR: Inter-institutional Consortium for Career Education. (ERIC Document Reproduction Service No. ED 166 393)

Maryland State Department of Education. (n.d.). *Standards for school guidance programs in Maryland.* Baltimore: Author, Division of Compensatory, Urban and Supplementary Programs. (13 pp.)

Michigan State Department of Education. (1985). *The coordinated delivery of job placement in Michigan.* Big Rapids, MI: Ferris State College, Center for Occupational Education. (57 pp.) (ERIC Document Reproduction Service No. ED 279 886)

Michigan State Department of Education. (1986). *State career guidance plan--middle school level.* Big Rapids, MI: Ferris State College, Center for Occupational Education.

Minnesota State Department of Education. (1981). *Career education: Some essential learner outcomes (K-12).* St. Paul: Author, Career Education Division. 28 pp.) (ERIC Document Reproduction Services No. ED 220 571-574)

Mississippi State Department of Education. (1980). *Program of work guide for vocational guidance counselors in Mississippi.* Jackson: Author, Division of Vocational Technical Education. (61 pp.)

Mississippi State Department of Education. (1986). *Mississippi counselor assessment instrument (draft).* Jackson: Author, Board of Vocational and Technical Education. (12 pp.)

Mississippi State Department of Education. (1984). *Standards for vocational guidance programs.* Jackson: Author, Bureau of Planning and Policy. (10 pp.)

New York State Education Department. (1985). *Guidance and counseling: Ensuring the rights of students.* Albany: Author, Occupational Education Civil Rights Technical Assistance Unit. (5 pp.) (ERIC Document Reproduction Services No. ED 270 685)

North Carolina Department of Public Instruction. (1981). *Guidance services evaluative criteria.* Raleigh: Author. (23 pp.)

North Dakota Job Service. (1985). *Instructor's manual for youth competencies.* Bismarck: Author, Employment and Training Division. (223 pp.)

Ohio State Department of Education. (1985-1986). *Ohio career development program : Guidelines for submission of operational grant proposals and planning grant proposals by vocational education planning districts.* Columbus: Division of Vocational and Career Education, Career Development Service. (11 pp.)

Ohio State Department of Education. (n.d.). *Career education in Ohio.* Columbus: Division of Vocational and Career Education, Career Development Service.

Ohio State Department of Education. (1985). *Career education, guidance and placement interface: A matrix for cooperation.* Columbus: Division of Vocational and Career Education, Career Development Service. (6 pp.)

Oklahoma State Department of Education. (n.d.). *Oklahoma standards for career guidance programs.* Stillwater: Author. (1 p.)

Oregon State Department of Education. (1986). *Oregon administrative rules: Chapter 581--Department of Education, standards for public elementary and secondary schools.* Salem: Author. (14 pp.)

Oregon State Department of Education. (1986). *Oregon integrated career guidance model: Assessment and planning instrument--Grades 9-12.* Salem: Author. (15 pp.)

Owens, C.R., & Berryman, W.C. (1980). *How to develop a comprehensive guidance program: Leadership manual.* Montgomery: Alabama State Department of Education. (49 pp.) (ERIC Document Reproduction Service No. ED 201 810)

Owens, C.R., & Berryman, W.C. (1980). *How to develop a comprehensive guidance program: A resource manual.* Montgomery: Alabama State Department of Education. (154 pp.) (ERIC Document Reproduction Service No. ED 201 809)

Rhode Island Department of Education. (1985). *Basic education program for Rhode island public schools.* Providence: Author. (251 pp.)

South Carolina State Department of Education. (1985). *Vocational guidance and placement planning guide.* Columbia: Office of Vocational Education, Vocational Guidance and Placement Unit. (454 pp. (ERIC Document Reproduction Services No. ED 278 923)

South Dakota Department of Education. (1983). *South Dakota standards for guidance and counseling.* Pierre: Author, Division of Elementary and Secondary Education and Cultural Affairs. (8 pp.)

University of the State of New York. (1982). *Standards governing civil rights in vocational education programs.* Albany: New York State Education Department. (29 pp.) (ERIC Document Reproduction Services No. ED 195 720)

Virginia Department of Education. (1984). *A monograph on career guidance and counseling.* Richmond: Author, Division of Special Education Programs and Pupil Personnel Services. (36 pp.)

Virginia Department of Education. (n.d.). *Virginia career guidance model.* Richmond: Author, Division of Special Education Programs and Pupil Personnel Services. (11 pp.)

Wisconsin Department of Public Instruction. (1986). *School counseling programs--A resource and planning guide.* Madison: Author. (114 pp.) (ERIC Document Reproduction Service No. ED 275 925)

Wyoming State Department of Education. (1985). *Proposed standards for counseling programs.* Cheyenne: Author.

Professional Associations and Federal/State Agencies

Policy Statements, Position Papers, and Resolutions

American Association for Counseling and Development. (1981). *Ethical standards.* Alexandria, VA: Author. (4 pp.)

American Personnel and Guidance Association (renamed American Association for Counseling and Development). (1975). *Career guidance: Role and functions of counseling and personnel practitioners in career education.* Alexandria, VA: Author. (3 pp.)

American School Counselor Association. (1986). *Implementation guide for the school counselor's role in career guidance.* Alexandria, VA: Author, ASCA Career Guidance Committee. (30 pp.)

American School Counselor Association. (1984). *Ethical standards for school counselors.* Alexandria, VA: Author. (2 pp.)

American School Counselor Association. (1984). *The school counselor's role in career guidance: Expectations and responsibilities.* Alexandria, VA: Author. (3 pp.)

American School Counselor Association. (1979). *Standards for guidance and counseling programs.* Alexandria, VA: Author. (9 pp.)

American Vocational Association. (1985). *Resolutions of the American Vocational Association.* Alexandria, VA: Author.

The American Vocational Association (AVA) supports the development of strong comprehensive career counseling, guidance, and placement systems involving the total school staff, employers, and parents and encourages states to recognize model career counseling, guidance, and placement systems.

American Vocational Association. (1986). *Resolutions of the American Vocational Association.* Alexandria, VA: Author.

The American Vocational Association (AVA) encourages the funding of Title III, Part D of the Carl Perkins Vocational Education Act at the authorized level of $1 million and encourages the Congress to allocate an additional $8 million to the National Occupational Information Coordinating Committee (NOICC) for the purpose of funding at least one pilot program in each state to develop and implement and operational comprehensive career guidance, counseling and placement program consistent with the requirements of Title III, Part D. (Resolution 5)

Association of Computer-Based Systems for Career Information. (1982). *Handbook of standards for computer-based career information systems.* Eugene, OR: Association of Computer-Based Systems for Career Information (ACSCI) Clearinghouse. (ERIC Document Reproduction Services. No. Ed 266 389)

Association for Counselor Education and Supervision. (1979). *Standards for preparation in counselor education.* Alexandria, VA: Author. (22 pp.)

Association of Computer-Based Systems for Career Information. (1982). *Handbook of standards for computer-based career information systems.* Eugene, OR: ACSCI Clearinghouse. (ERIC Document Reproduction Services No. ED 266 389)

Caulum, D., & Lambert, R. (1985). *Guidelines for the use of computer-based career information and guidance systems.* Eugene, OR: Association of Computer-Based Systems for Career Information (ACSCI) Clearinghouse. (14 pp.) (ERIC Document Reproduction Services No. ED 266 391)

Commission on Precollege Guidance and Counseling. (1986). *Keeping the options open--Recommendations.* New York: College Entrance Examination Board. (43 pp.) (ERIC Document Reproduction Services No. ED 275 948)

Council for Exceptional Children. (1984). *Career/vocational assessment in the public school setting: The DCD position.* Reston, VA: Author, Division on Career Development. (5 pp.)

Council for Exceptional Children. (1984). *Position statement on career development.* Reston, VA: Author, Division on Career Development. (3 pp.)

Council for the Advancement of Standards for Student Services/Development Program. (1986). *CAS standards and guidelines for student services/development programs.* Washington, D.C: Author. (111 pp.)

Herr, E.L. (1979). *Guidance and counseling in the schools: Perspectives on the past, present and future. A summary of the full report.* Falls Church, VA: American Personnel and Guidance Association. (11 pp.)

National Association of State Boards of Education. (1986). *Bylaws and resolution.* Alexandria, VA: Author.

NASBE believes that instruction should be designed so that youth and adults at the secondary and post-secondary levels may develop vocational education skills that include basic academic preparation and employment training. Innovative scheduling should be explored to allow for increased experience-based learning to facilitate the transition from school to the world of work. In addition, training opportunities should be provided for out-of-school unemployed persons, displaced workers, and those re-entering the workforce. (Resolution 86-1-K)

NASBE supports the intent of federal initiatives designed to help young people secure and maintain employment in the public or private sector without continuing subsidization. Public and private efforts to establish new educational and support services should be encouraged. Divided responsibilities for employment training and educational programs aimed at similar populations and with similar purposes have resulted in competition, and sometimes, duplication of services. State boards encourage coordination and should participate actively in cooperative efforts to improve the delivery and coordination of program services to youth, thus increasing the marketability of their qualifications and skills. (Position Statement 8)

National Association of State Directors of Vocational Education. (1986). *State requirements for offering specific vocational education programs by states.* Washington, DC: U.S. Department of Education, National Center for Education Statistics.

National Board for Career Counselor Credentialing. (1986). *Guidelines for selecting a career counselor.* Alexandria, VA: Author. (2 pp.)

National Career Development Association. (1988). *The professional practice of career counseling and consultation: A resource document.* Alexandria, VA: Author.

National Employment Counselors Association. (1982). *Professional standards for career and employment specialists and counselors.* Alexandria, VA: Author. (1 p.)

National Occupational Information Coordinating Committee. (1986). *Guidelines for development of state policies on career information delivery.* Washington, DC: Author. (8 pp.)

National Occupational Information Coordinating Committee. (1986) *Using labor market information in career exploration and decision making: A resource guide.* Washington, DC: Author. (276 pp.) (ERIC Document Reproduction Service No. ED 284 020)

National School Boards Association. (1986). *Resolutions of the National School Boards Associations.* Alexandria, VA: Author.

NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, state education agencies and the federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models, and research that examines the effectiveness of such programs. (Resolution 4.1.26)

NSBA urges local boards to strengthen offerings in vocational education and career education.l Local school boards, acting in close concert with their state school boards associations, are encouraged to obtain the support of their state legislatures for reasonable levels of local discretionary authority, state funding to initiate and finance these efforts, and continued support for existing programs. (Resolution 4.3.4)

National Vocational Guidance Association (renamed National Career Development Association). (1985). Vocational and career competencies. *Vocational guidance quarterly,* 34(2), 131-134.

National Vocational Guidance Association (renamed National Career Development Association). (1985). Vocational and career competencies. *Vocational guidance quarterly.* 34(2), 131-134.

National Vocational Guidance Association (renamed National Career Development Association). (1979). Guidelines for a quality career guidance program. *Vocational guidance quarterly.* 28(2), 99-110.

Virginia Counselors Association. (1986). A position paper for the Blue Ribbon Commission on Education in America. *The realtor.* 29(1), 3.

William T. Grant Foundation Commission on Work, Family, and Citizenship. (1988). *The forgotten half: Pathways to success for America's youth and young families.* Washington, DC: Author. (199 pp.)

Local Educational Agencies/Institutions

Dublin Local District. (1985). *Competency-based guidance plan.* Dublin, OH: Board of Education. (75 pp.)

Ebert, M.K., et al. (1985). *A story of the guidance program and its management in the Montgomery County Public Schools.* Rockville, MD: Montgomery County Public Schools, Department of Educational Accountability. (137 pp.) (ERIC Document Reproduction Services No. ED 256 796)

Montgomery County Public Schools. (1986). *Comprehensive guidance and counseling program of studies--Grades K-12 (draft).* Rockville, MD: Author, Superintendent of Schools. (38 pp.)

O'Neal, S. (1982). *K-12 guidance/counseling program--District evaluation report and counseling process activities.* Albuquerque, NM: Albuquerque Public Schools. (135 pp.) (ERIC Document Reproduction Services No. ED 231 860)

Training Materials and Resources

Drier, H., & Gysbers, N. (1989). *Strengthening work-related education and training through improved comprehensive counseling and guidance programs in the 1990s.* Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University.

Erickson, R.G. (1985). *Evaluate guidance activities--Competency-based career guidance modules.* Wooster, OH: Bell and Howell Publication Systems Division. (82 pp.) (ERIC Document Reproduction Service No. ED 258 007)

Hotchkiss, L. & Vetter, L. (1987). *Outcomes of career guidance and counseling.* Columbus, OH: The National Center for Research in Vocational Education. (88 pp.) (ERIC Document Reproduction Services No. ED 279 899)

Maze, M., & Cummings, R., (1982). *How to select a computer-assisted career guidance system.* Richmond, CA: Author. (159 pp.) (ERIC Document Reproduction Service No. ED 221 700)

Miller, J. (1985). *Ensure program operations--Competency-based career guidance modules.* Wooster, OH: Bell and Howell Publication Systems Division. (57 pp.) ERIC Document Reproduction Service No. ED 258 005)

National Occupational Information Coordinating Committee. (1986). *Improved career decision-making through the use of labor market information.* Washington, DC: Author. (445 pp.)

Pfister, L.A. (1985). *Communicate and use evaluation-based decisions--Competency-based career guidance modules.* Wooster, OH: Bell and Howell Publication Systems Division. (40 pp.) (ERIC Document Reproduction Service No. ED 258 008)

Slavenski, L. & Bucknew, N. (1988). *Career development programs in the workplace.* Columbus, Ohio: Center on Education and Training for Employment, The Ohio State University.

Wegman, R., Chapman, R., & Johnson, M. (1988). *Work in the new economy. Careers and job seeking in the 21st century.* Alexandria, VA: American Association for Counseling and Development.

Specific Populations

Bloch, D.P. (1988). *Reducing the risk: Using career information with at-risk youth.* Eugene, OR: Career Information System. (193 pp.)

Brolin, D. & Carver, J.T. (1982). *Lifelong career development for handicapped individuals.* Columbia, MO: University of Missouri. (106 pp.) (ERIC Document Reproduction Service No. ED 231 475)

Education Development Center. (1978). *BORN FREE training packets to reduce sex-role stereotyping in career development: Postsecondary/higher education, secondary, and elementary levels.* Newton, MA: Author.

Gordon, S.E. (1989). *Project exploration: Search for self.* Newton, MA: Education Development Center.

Humes, C.W. (Ed.) (1982). *Counseling the handicapped client: A series of training modules.* Washington, DC: American Personnel and Guidance Association (116 pp.) (ERIC Document Reproduction Service No. ED 224 207)

Izzo, M.V. (1987). *Career guidance within JTPA for high risk population: Programs, methods, and products.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University. (ERIC Document Reproduction Service No. ED 278 869)

Pederson, P. (1988). *A handbook for developing multi-cultural awareness.* Alexandria, VA: American Association for Counseling and Development.

Pederson, P. (1985). *Handbook of cross-cultural counseling and therapy.* Westport, CT: Greenwood Press.

Warmbrod, C., & Liming, R.A. (1987). *Case studies of programs serving adults: OPTIONS: Expanding educational services for adults.* Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University. (236 pp.) (ERIC Document Reproduction Service No. ED 288 992)

Willson, L.M. & Others. (1987). *Discover: An educational opportunity for women in transition.* Newton, MA: Education Development Center. (80 pp.) (ERIC Document Reproduction Service No. ED 294 086)

Accreditation Agencies

Standards

Council for Accreditation of Counseling and Related Educational Programs (CACREP). (1986). *Accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs.* Gainesville, FL: University of Florida. (46 pp.)

Addresses

Alabama State Department of Education
887 State Office Building
Montgomery, Alabama 36130

Alaska Department of Labor
Research and Analysis Section
Post Office Box 25501
Juneau, Alaska 99802
(907) 465-4518

Alaska State Department of Education
Alaska State Office Building
Pouch F
Juneau, Alaska 99811

American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, Virginia 22304

American Personnel and Guidance Association
(See American Association for Counseling and Development)

American School Counselors Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

American Vocational Association
1410 King Street
Alexandria, Virginia 22314

Association of Computer-Based Systems for Career Information Clearinghouse
1787 Agate Street
Eugene, Oregon 97403

Association of Counselor Education and Supervision
5999 Stevenson Avenue
Alexandria, Virginia 22304

Bell and Howell Publication Systems Division
Old Mansfield Road
Wooster, Ohio 44691

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Center on Education and Training for Employment
(formerly)
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

Colorado State Board for Community Colleges and Occupational Education
1313 Sherman Street
Denver, Colorado 80203

Commission on Precollege Guidance and Counseling
The College Entrance Examination Board
45 Columbus Avenue
New York, New York 10023-6917

Council for Accreditation of Counseling Related Educational Programs
1215 Norman Hall
University of Florida
Gainesville, Florida 32611

Council for Exceptional Children
Division on Career Development
1920 Association Drive
Reston, Virginia 22091

Council for the Advancement of Standards
for Student Services/Development Programs
American College Personnel Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

Dublin Local School District
144 West Bridge Street
Dublin, Ohio 43017

ERIC Document Reproduction Service
3900 Wheeler Avenue
Alexandria, Virginia 22304-5110

Florida State Department of Education
Knott Building
Tallahassee, Florida 32301

Idaho State Department of Education
Len B. Jordan Building
650 West State Street
Boise, Idaho 83720

Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Michigan State Department of Education
P.O. Box 30009
Lansing, Michigan 48909

Minnesota State Department of Education
901 Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

Mississippi State Department of Education
P.O. Box 771
Jackson, Mississippi 39205

Montgomery County Public Schools
Department of Educational Accountability
Rockville, Maryland

National Association of Secondary School
Principals
1904 Association Drive
Reston, Virginia 22091

National Association of State Boards of
Education
701 N. Fairfax Street, Suite 340
Alexandria, Virginia 22314

National Board for Counselor Credentialing
5999 Stevenson Avenue
Alexandria, Virginia 22304
National Board for Certified Counselors
5999 Stevenson Avenue
Alexandria, Virginia 22304

National Career Development Association
5999 Stevenson Avenue
Alexandria, Virginia 22304
National Center for Research in Vocational
Education
2150 Shattuck Avenue
Suite 600
Berkeley, California 94704-1306

National Employment Counselors Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

National Occupational Information
Coordinating Committee
2100 M Street, NW, Suite 156
Washington, DC 20037

National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314

National Vocational Guidance Association
(See National Career Development
Association)

New York State Department of Education
One Commerce Plaza
Albany, New York 12234

New York State Education Department
Occupational Education Civil Rights
Technical Assistance Unit
Room 471, EBA
One Commerce Plaza
Albany, New York 12234

North Carolina Department of Public
Instruction
535 Education Building
Edenton & Salisbury Streets
Raleigh, North Carolina 27611

North Dakota Job Service
1000 East Divide
P.O. Box 1537
Bismarck, North Dakota 58502

Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

Oklahoma State Department of Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074

Oregon State Department of Education
700 Pringle Parkway, SE
Salem, Oregon 97310

Rhode Island State Department of Education
Roger Williams Building
22 Hayes Street
Providence, Rhode Island 02908

South Carolina State Department of Education
908 Rutledge Office Building
Columbia, South Carolina 29201

South Dakota State Department of Education
Richard F. Kneip Building
700 North Illinois
Pierre, South Dakota 57501

Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Virginia State Department of Education
P.O. Box 6Q
101 North 14th Street
Richmond, Virginia 23216

Washington State Department of Education
Old Capitol Building
Olympia, Washington 98504

William T. Grant Foundation
1001 Connecticut Avenue, NW
Washington, DC 20036-5541

Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707

Wyoming State Department of Education
Hathaway Building
Cheyenne, Wyoming 82002

APPENDIX E: STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

State Occupational Information Coordinating Committees
(SOICC)

Alabama Occupational Information
Coordinating Committee
Bell Building, Suite 400
207 Montgomery Street
Montgomery, Alabama 36130
(205) 261-2990

Alaska Department of Labor
Research and Analysis Section
Post Office Box 25501
Juneau, Alaska 99802
(907) 465-4518

American Samoa State
Occupational Information
Coordinating Committee
Office of Manpower Resources
American Samoa Government
Pago Pago, American Samoa 96799
(684) 633-2153

Arizona State Occupational Information
Coordinating Committee
Post Office Box 6123, Site Code 897J
Phoenix, Arizona 85005
(602) 542-6466

Arkansas Occupational Information
Coordinating Committee
Research and Analysis Section
Arkansas Employment Security Division
Post Office Box 2981
Little Rock, Arkansas 72203
(501) 682-3159

California Occupational Information
Coordinating Committee
800 Capital Mall, MIC-67
Sacramento, California 95814
(916) 323-6544

Colorado Occupational Information
Coordinating Committee
218 Centennial Building
1313 Sherman Street
Denver, Colorado 80203-2554
(303) 866-4488

Connecticut Occupational Information
Coordinating Committee
Connecticut Department of Education
25 Industrial Park Road
Middleton, Connecticut 06457
(203) 638-4042

Office of Occupational
and Labor Market Information
Delaware Department of Labor
University Office Plaza
Post Office Box 9029
Newark, Delaware 19714-9029
(302) 368-6963

District of Columbia Occupational
Information Coordinating Committee
Department of Employment Services
500 C. Street, N.W., Room 207
Washington, D.C. 20001
(202) 639-1090

Bureau of Labor Market Information
Department of Labor
and Employment Security
1320 Executive Center Drive
Atkins Building, Suite 210
Tallahassee, Florida 32399-0674
(904) 488-7397

Georgia Occupational
Information Coordinating Committee
Georgia Department of Labor
148 International Boulevard
Sussex Place
Atlanta, Georgia 30303
(404) 656-9639

Guam Occupational Information
Coordinating Committee
Human Resource Development Agency
Jay Ease Building, 3rd Floor
Post Office Box 2817
Agana, Guam 96910
(671) 646-9341

Hawaii State Occupational Information
Coordinating Committee
830 Punchbowl Street, Room 315
Honolulu, Hawaii 96813
(808) 548-3496

Idaho Occupational Information
Coordinating Committee
Len B. Jordan Building, Room 301
650 West State Street
Boise, Idaho 83720
(208) 334-3705

Illinois Occupational Information
Coordinating Committee
217 East Monroe, Suite 203
Springfield, Illinois 62706
(217) 785-0789

Indiana Occupational Information
Coordinating Committee
10 North Senate Avenue, Room 101
Indianapolis, Indiana 46204-2807
(317) 232-8547

Iowa Occupational Information
Coordinating Committee
200 East Grand Avenue
Des Moines, Iowa 50309
(515) 281-8075

Kansas Occupational Information
Coordinating Committee
401 Topeka Avenue
Topeka, Kansas 66603
(913) 296-1865

Kentucky Occupational Information
Coordinating Committee
275 E. Main Street - 2 East
Frankfort, Kentucky 40621-0001
(502) 564-4258

Louisiana Occupational Information
Coordinating Committee
Post Office Box 94094
Baton Rouge, Louisiana 70804-9094
(504) 342-5149

Maine Occupational Information
Coordinating Committee
State House Station 71
Augusta, Maine 04333
(207) 289-2331

Maryland Occupational Information
Coordinating Committee
Department of Employment and Training
1100 North Eutaw Street, Room 600
Baltimore, Maryland 21201
(301) 333-5478

Massachusetts Occupational Information
Coordinating Committee
Massachusetts Division of Employment Security
C. F. Hurley Building, 2nd Floor
Government Center
Boston, Massachusetts 02114
(617) 727-6718

Michigan Occupational Information
Coordinating Committee
310 Hollister Building
106 W. Allegan, Box 30015
Lansing, Michigan 48909
(517) 373-0363

Minnesota Occupational Information
Coordinating Committee
Department of Economic Security
690 American Center Building
150 East Kellogg Boulevard
St. Paul, Minnesota 55101
(612) 296-2072

Mississippi Occupational Information
Coordinating Committee
Sillers Building, Suite 1005
Post Office Box 771
Jackson, Mississippi 39205
(601) 359-3412

Missouri Occupational Information
Coordinating Committee
421 East Dunklin Street
Jefferson City, Missouri 65101
(314) 751-3800

Montana Occupational Information
Coordinating Committee
Post Office Box 1728
Helena, Montana 59624
(406) 444-2741

Nebraska Occupational Information
Coordinating Committee
Post Office Box 94600
State House Station
Lincoln, Nebraska 68509-4600
(402) 471-4845

Nevada Occupational Information
Coordinating Committee
601 Kinkead Building
505 East King Street
Carson City, Nevada 89710
(702) 885-4577

New Hampshire State Occupational
Information Coordinating Committee
64B Old Suncook Road
Concord, New Hampshire 03301
(603) 228-9500

New Jersey Occupational Information
Coordinating Committee
Labor & Industry Building, Room 1008
CN 056
Trenton, New Jersey 08625-0056
(609) 292-2682

New Mexico Occupational Information
Coordinating Committee
Tiwa Building
401 Broadway, N.E.
Post Office Box 1928
Albuquerque, New Mexico 87103
(505) 841-8636

New York State Occupational Information
Coordinating Committee
Department of Labor
Research and Statistics Division
State Campus, Building 12 - Room 400
Albany, New York 12240
(518) 467-6182

North Carolina Occupational Information
Coordinating Committee
1311 St. Mary's Street, Suite 250
Post Office Box 27625
Raleigh, North Carolina 27611
(919) 733-6700

North Dakota Occupational Information
Coordinating Committee
1600 East Interstate, Suite 14
Post Office Box 1537
Bismarck, North Dakota 58502-1537
(701) 224-2197

Northern Mariana Islands
Occupational Information
Coordinating Committee
Post Office Box 149
Saipan, CM 96950
(671) 234-7394

Ohio Occupational Information
Coordinating Committee
Division of LMI
Ohio Bureau of Employment Services
1160 Dublin Road, Building A
Columbus, Ohio 43215
(614) 644-2689

Oklahoma Occupational Information
Coordinating Committee
Department of Vocational and Technical
Education
1500 W. Seventh Avenue
Stillwater, Oklahoma 74074
(405) 377-2000

Oregon Occupational Information
Coordinating Committee
875 Union Street, N.E.
Salem, Oregon 97311
(503) 378-8146

Pennsylvania Occupational Information
Coordinating Committee
Pennsylvania Department of Labor
and Industry
1224 Labor and Industry Building
P.O. Box 1323
Harrisburg, Pennsylvania 17120
(717) 787-8646

Puerto Rico Occupational Information
Coordinating Committee
Post Office Box 6212
San Juan, Puerto Rico 00936-6212
(809) 753-7110

Rhode Island Occupational Information
Coordinating Committee
22 Hayes Street, Room 133
Providence, Rhode Island 02908
(401) 272-0830

South Carolina Occupational Information
Coordinating Committee
1550 Gadsden Street
Post Office Box 995
Columbia, South Carolina 29202
(803) 737-2733

South Dakota Occupational Information
Coordinating Committee
South Dakota Department of Labor
607 North 4th Street, Box 1730
Aberdeen, South Dakota 57401
(605) 622-2314

Tennessee Occupational Information
Coordinating Committee
11th Floor Volunteer Plaza
500 James Robertson Parkway
Nashville, Tennessee 37219
(615) 741-6451

Texas Occupational Information
Coordinating Committee
TEC Building
15th and Congress, Room 526T
Austin, Texas 78778
(512) 463-2399

Utah Occupational Information
Coordinating Committee
c/o Utah Department of Employment Security
Post Office Box 11249
174 Social Hall Avenue
Salt Lake City, Utah 84147-0249
(801) 533-2028

Virginia Occupational Information
Coordinating Committee
Virginia Employment Commission
703 E. Main Street
Post Office Box 1358
Richmond, Virginia 23211
(804) 786-7496

Virgin Islands Occupational Information
Coordinating Committee
Post Office Box 3359
St. Thomas, US VI 00801
(809) 776-3700

Washington Occupational Information
Coordinating Committee
212 Maple Park, MS KG-11
Olympia, Washington 98504-5311
(206) 438-4803

West Virginia Occupational Information
Coordinating Committee
1600 1/2 Washington Street, E.
Charleston, West Virginia 25311
(304) 348-0061

Wisconsin Occupational Information
Coordinating Committee
Division of Employment
and Training Policy
Department of Industry, Labor
and Human Relations
201 East Washington Avenue
Post Office Box 7972
Madison, Wisconsin 53707
(608) 266-6722

Wyoming Occupational Information
Coordinating Committee
Occupational Information Program
Herschler Building, 2nd Floor E.
Cheyenne, Wyoming 82002
(307) 777-7340

Vermont Occupational Information
Coordinating Committee
Green Mountain Drive
Post Office Box 488
Montpelier, Vermont 05602-0488
(802) 229-0311

THE NATIONAL CAREER DEVELOPMENT GUIDELINES PRODUCTS

The National Career Counseling and Development Guidelines: Community and Business Organization

The National Career Counseling and Development Guidelines: Postsecondary Institutions

The National Career Guidance and Counseling Guidelines: High Schools

The National Career Guidance and Counseling Guidelines: Middle/Junior High Schools

The National Career Guidance and Counseling Guidelines: Elementary Schools

The National Career Development Guidelines: Trainer's Manual